# School Activities

DECEMBER 1945

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Scene from "The Holy Grail", Christmas Pageant — Maryville (Mo.) High School

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# School Activities

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VOL. XVII, NO. 4 DECEMBER, 1945

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Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1515 Lane Street, Topeka, Kansas. Single copies 35 cents. $2.50 per year.

Entered as second class matter, December 1, 1930 at the post office at Topeka, Kansas, under the Act of March 31, 1879. All rights reserved by School Activities Publishing Company.

# As the Editor Sees It

Another "initiation" injury, fortunately not fatal, but at least detrimental in more ways than one. The elements — a blindfolded student's wrist, a bottle of catsup (for "blood"), a butcher knife, and a careless initiator. Result — a bad cut when the sharp edge of the knife, instead of the dull, was drawn across the initiatee's wrist. If we allow initiations, for goodness' sake let's require those responsible for them to take a good stiff course in "safety first." And then check the program of stunts carefully.

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The Latrobe, Pennsylvania, High Post lists a Sad Sack in each week's issue. Here is a recent one: "The student who complains about dry home room programs but who never cooperates with the program chairman." Sad Sack is right!

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The other day we saw a thoroughly disgusted group of students who had given up their Saturday and travelled nearly three hundred miles to attend a district student council convention. This "student council convention" turned out to be a "vocational conference" with the usual talks by representatives of a few occupations. (Nearly always more or less of a "bust" even under the best of conditions.) We certainly did not blame these students for griping. And we've an idea that other similar groups griped just as loudly. A vocational conference is not and never can be a student council conference. False pretenses, or something!

---

Recently we ran across this statement — "In the plan of the Victory Corps it is recommended that the student council be adapted to serve the Corps." We cannot agree. As we have pointed out before, the council should be THE main organizing, directing, and co-ordinating force of ALL activities in the school and hence should, in NO case, "be adapted" to ANY other organization.

---

The Youth Center Movement appears to be slowing down. Perhaps Youth has had little hand in making the plans and promoting the events; perhaps Youth tires easily; perhaps Youth centers are considered rather sissified imitations of adult or commercial entertainment centers; and perhaps Youth resents the "delinquency preventive" idea so commonly advertised and used as a justification. In any case, if you're interested, don't go to much expense in setting up and equipping quarters. Start small and grow big; that's nature's way.

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Every once in a while we read of disgraceful actions in Congress, such as the recent name-calling shove-around in the House of Representatives. Ye Ed has been present at literally hundreds and hundreds of student meetings, conferences, and conventions of all types, and he has yet to see the first instance of such shameful conduct. Maybe it would be a good idea for some of our lawmakers to attend a few student meetings.

---

Boxing, as a high school activity, is very definitely on trial in many sections of the country. Some states encourage it, some discourage it, and some specifically ban it. It is a good sport if properly supervised, and no other athletic activity demands as close or as competent supervision. One unfavorable or tragic event will handicap such a program for years. The welfare of the participants must be the first and only objective. Here, more than in any other sport, it is easy to stress the show and overlook the boy. Hence, boxing coaches must insist upon the most rigid of safeguards.

---

The administrator, teacher, or sponsor who begins his study of the participation idea by stressing controls and safeguards first, is earmarking his plan for failure. His study should begin on the basis of faith in the ability, capacity, understanding, and responsibility of young people.

---

The school "Swap Shop" appears to be a coming activity. In this the students exchange all sorts of articles and materials — good, usable stuff, not attic trash. Sometimes this shop or counter is open for only a few days at a time, several times a year. Sometimes it is in the form of an occasional "swap session," lasting an hour or so. In other instances the shop is open all the time. No money is used. If desired, all articles may be evaluated in points. We'd like to publish a good article describing the organization, management, and outcomes of such an activity. Any ideas?

# Personal Growth through Extracurricular Activities

ALBERT L. LINDEL
*Principal, Patrick Henry High School*
*St. Louis, Missouri*

"Sit down, boys," said the principal. "Now let's try to understand this situation.

"Several times this fall I have had to speak to you Three Musketeers. I have told you that I like to see the comradship of the three of you. I like your ability and willingness to accept responsibility. I especially like your devotion to duty. You are not afraid to tackle anything. No job is too big for you and none too small or trifling. That is fine, because life is like that. The little jobs are just as important as the big jobs. And your jobs are well done. But all too often you act like third grade children."

"But, Mr. Harvey, Peter . . ."

"Yes, I know Karl. We have been all over that several times now. These extracurricular activities you have, these assignments to jobs not in the regular lessons, are special opportunities the teachers give you so that you may grow and increase your abilities. But you will notice that they all concern other people. You are doing things for other people.

"Now this doing things for other people is a special opportunity to serve. These activities are not yours by divine right. They are yours as a trust. You are to help other people. If you don't help other people you don't do anything.

"So you are to take this note to all the rooms":

To all Teachers:

Please consider for discussion at today's faculty meeting, the advisability of relieving the following boys of all responsibilities outside their classrooms:

Peter Griffith
Karl Tangier
Anthony Marburg

John Harvey, Principal

As they filed out of the office the three boys were completely crushed. Their spontaneity was gone. The principal watched them go, sighed, and turned to his desk.

At the faculty meeting, the principal opened the discussion:

"Now as I see the problem, we must find a way to help these boys to grow up without turning into old men before their time. We want to do something to impress upon them the importance of school rules; but we must not do anything that retards their growth. We have called upon these boys to do many extracurricular activities because of their above-average ability."

"Pardon me, Mr. Harvey, but I don't think Karl is above the average."

"I don't either," said another teacher.

"Nor is Anthony," said a third.

But a fourth member of the faculty differed.

"I think they are," she said. "They have one of the characteristics that above-average children often have. They are difficult to handle."

"Well, those two don't do especially well in their regular classwork with me. They are all right, but they are not geniuses. They may have a high I.Q. but they're not even near the top of the class."

"I know," said Miss Merrivale, the teacher who had first defended the boys, "but in every other way they are the most capable boys we have. They have just never been convinced that certain things are the most important in the world. They are like Thomas A. Edison."

"I agree," said the principal. "That is exactly why this meeting is being held. We must convince them. They are growing rapidly; but they must grow within the framework of democratic principles. Their action this morning was pure fascism. We must convince them that they must serve in this world — that unless one serves he has no excuse for existence, that to save our life we must lose it. And the field where the greatest service can be rendered is in extracurricular activities. Therefore, the field that offers the greatest opportunity for growth is in activities outside the classroom."

"Well, I suggest we limit them to activities within their rooms."

"No, that won't do."

"I don't think so either. Here's the way I look at it. The school has not completely discharged its responsibility when it has taught a child to read and write and figure. He must be able to meet situations of all kinds. Particularly is this true of the child of more than average ability. The school must build the child into a complete

citizen. He must acquire habits, attitudes, and knowledges necessary for the functioning of an American in all situations, economic, scholastic, social, physical, and spiritual. All must be taught the theories and techniques of followership and leadership. These last two items are sociopolitical and vital."

"Well, won't you agree that these techniques of leadership are best acquired by exercising them?"

"Yes."

"And some must exercise them on one level and some on another?"

"Absolutely. And those most gifted must work hardest on the highest levels or democracy is doomed to die because of a lack of leadership?"

"Fine. And those who see things in bigger ways must have special training. The best training is in activities outside the classroom. In such activities they exercise judgment. They make mistakes. They profit by these mistakes and see their better judgments vindicated."

"This has been a very fine discussion," said the principal. "Now we must decide what to do with these three boys. Before we vote may I warn you that it may be very dangerous, from our own selfish viewpoints, to deny them the exercise of their talents in the extracurricular activities they have had up until this time!

"These boys are capable. The capable pupil is always getting into something, particularly the boy. If we get him into broadening, growth-promoting activities, he increases in ability and understanding and we, as teachers, are proud of our work. If we don't provide these activities, he gets himself into other activities, and all too often these mean trouble, for you, for me, and for him. The regular scholastic work is not enough for these boys, in my opinion. But let's check on that. Is there any one of them who is doing less than average work in any field?"

Not a teacher raised her voice.

"All right then. We must leave these boys as much of the extracurricular activities as possible. These activities must not be busy work, of course. No school has a right to assign busy work to any pupil under any circumstances. Every activity in a school must promote growth. It must naturally follow that every pupil must understand the reason for everything he does, even in the kindergarten."

And so it was decided.

Back in the office the three boys faced the principal. Slowly, painstakingly, the principal explained to the boys, all over again, the reasons they were permitted to take part in the extracurricular activities.

"But you fellows have not been acting your ages, lately. You have been acting like third grade pupils, as I told you a while ago. So the teachers think your wings ought to be clipped until you can prove your right to have these activities. Now what do you think about it?"

"Well," said Anthony, "I think we all ought to get the same punishment, not Peter get it all."

"I had hoped you would say that. So here it is. Take this letter to all the rooms:

To all Teachers:

The following boys, Peter Griffith, Karl Tangier and Anthony Marburg, are to remain o nthe schoolboy patrol and are to keep all activities outside the building. They are to keep all activities inside their room. But in the building Peter is to be limited for one week to one activity, the operating of the sound motion picture projector. The other two are to be limited to one activity of the same value in scope and importance as adjudged by their teacher, Miss Yeomans.

Please do not ask her to send you these boys for any activity other than the one she chooses. They will probably ask you if they can't do something for you. This should be an opportunity to remind them that they are on probation this week. At the end of this time we will reopen this matter. If the boys give promise of the ability to accept the full responsibility of citizenship, I am sure that we will be glad to restore them to their full place in participation in the leadership they have exercised in the past.

John Harvey, Principal

After reading the letter to the boys the principal gave it to them to take around the school.

Being good Americans, the boys came through the week with good reports from all teachers. They were praised for the fine way they had accepted the disciplinary action.

"But remember," said the principal,

(*Continued on page* 129)

# One Suggestion for High School Commencements

JOHN CARR DUFF
*Assistant Professor of Education*
*New York University*
*Washington Square, New York*

DECEMBER is almost too late to plan the commencement exercises for a high school. It is late because the commencement exercises represent the final audit of three or four academic terms. "Commencement," as the speakers at the exercises always explain, is the occasion that marks the beginning of a new phase of life and growth and development for the members of the graduating class. But it is too frequently overlooked that "commencement" also marks the conclusion of a program of education that the school has provided for those graduates.

The commencement is the pay-off. If you had no other evidence than the program for the commencement exercise, you could form a tentative judgment concerning the nature and quality of the educational program offered by a high school. If you could attend the commencement exercises and hear the speeches and the announcement of honors, awards and scholarships, you would have evidence for more than a superficial judgment of the school.

In the long run, high school students will respond to the organized system of values that the school represents; and these values are proclaimed at the commencement exercises. What kind of achievement is rewarded? For what type of performance is special recognition given? How many of the graduates have won the race? — how many get ribbons or medals or prizes? and for what accomplishments does the school present its highest honors?

High school commencements follow a pretty well established pattern. Here and there the program is varied a little, but the fundamental pattern is still the same. And the surprising thing is that there is so little relationship between the stated purposes of the school and the purposes that are so obviously represented by the commencement exercises.

For example, what high school does not subscribe to the well-known Seven Cardinal Aims of Secondary Education? What high school would omit even one of these aims from its statement of purposes? We would not omit Ethical Character, nor Citizenship, nor Worthy Use of Leisure — nor any of the others. And it is difficult or impossible to add one more significant purpose to the list of 1918.

And how many commencement exercises are planned to represent the public recognition of real accomplishment in the seven areas we all glibly subscribe to? The conventional commencement, with its first honors, second honors, and selected list of "honor students" is a field day for a relatively few individuals who have been outstanding in lesson-learning. The awards, the prizes, the fulsome praise is almost exclusively for *individual* achievement.

This nation can be strong and great only in the degree that its citizens learn the techniques for group accomplishment. The public high school, tax-supported, free to all the sons and daughters of all the people, is a laboratory where the ideology of democracy must be learned not as so much cant — fine phrases to recite and write — but as a set of habits. The public high school is not a training ground for "leaders", for we have never subscribed in this country to the notion of an *arista*, a caste of elite. The public high school, moreover, is not maintained in order to provide opportunities for personal advantage, except where personal advantage is indisputably associated with the ideal of social improvement.

The one suggestion here offered is that high school commencement programs be redesigned so that *group* accomplishments, not individual triumphs, be noted and celebrated publicly. It is not enough that the individual students shall have learned the factual information necessary to pass examinations; it is not of great importance that one student in the class has consistently made higher marks than all the others. It is important to certify to the community that the class as a whole has had a variety of experiences in which they learned some part of what they surely need to know to be effective citizens of this democracy.

The discrepancy between our cardinal aims and our system of awards is entirely obvious. It is the ancient fallacy that knowing words is a valid proof of the ability to do, to make, to plan, to lead, to follow, to shape and reshape the social institutions through which our democracy

must operate. On the football field we are not satisfied with definitions of an end-run — we want players who can make an end-run and score a touch-down, and do so as members of a school team. But in too many of our classrooms we are satisfied with formulas and definitions and right answers for their own sake.

It is possible to make the changes that will bring a high school in line with its own purposes. It takes time, of course, and courage, and imagination, and effort. It takes zeal. It takes tact. But it is possible. And when June comes around and the final preparations for the commencement exercises are made, it is possible to alter the emphasis so that some considerable part of the program will be an honest interpretation of what the graduating class has done to earn its share in the democracy.

The school is a laboratory. The school is a controlled environment in which the students can try and fail and try again and succeed in the difficult business of learning to think together and plan together and work together. Group endeavor within the school itself will soon spill over into the community, for practice in democracy is practice in being an adult, and practice in being an adult involves practice with adults.

One can imagine the general text of the commencement address by the high school principal who has been a partner in designing a program that would come closer to representing the purposes of the school.

He might say some of these things:

I have been asked by the faculty of the school to speak to you briefly on this occasion when you graduate from your position as our senior class and turn over to the junior class the duties you have performed so well and the privileges you have enjoyed.

You are aware, as I am, that you have given much of yourselves to this school, and that it is a better institution because you have worked together to bring about improvements that could have been made only through your efforts as a group.

Some of these improvements have been effected so completely that they are already a part of our school custom, and others are rather new and must be further developed and refined by those of us who will stay on here.

It was early last Fall that a committee from your class worked out a plan for improving the landscaping of the school grounds. The shrubs and trees you planted and nursed along are thriving now, and we will take care of them when you have gone so that when you return to the school you will find that the school grounds have taken on more and more the appearance of the plan you worked from.

We have worked together here in a building that is rather old-fashioned and more and more crowded. It is possible that the school district will approve the bond issue for funds for the expansion of the building and the installation of some new furnishings. The plans for the alterations are based in part on the report made by the Citizens' Committee on which members of your class served as your representatives.

The school library has been enriched immeasurably by your interest in the improvement of library service. You should know that the library report shows a thirty per cent increase in circulation during the term just ended, and your campaign for the care of books has saved about one-third of the amount that would have been spent for repairs and replacements.

The Board of Education is considering seriously the recommendation you have made for the conversion of the school library into a community library, with the necessary increase in staff and facilities. Members of your class who served on the faculty-student committee on library services have assisted in accumulating evidence that was employed by the Board of Education in justifying an increase in the salary schedule of members of the library staff.

I wish there were time to review the details of the many ways your class has been helpful in improving the maintenance of the school building and equipment. The custodian reports that since your effective campaign there has been not one instance of the kind of vandalism that used to annoy and embarrass us. The system you developed in the cafeteria has saved many hours of time for the janitor — time that he has been able to spend performing for us duties that would have been impossible to include in his schedule before your plan was developed.

This is a better school than it was when you came, and you have done much to promote the tradition that we will continue — the tradition that the school, from the furnace room to the steeple, is a trust held by the students and teachers who live and learn in this building. You have made this not merely a school that you attended but a movement to which you belong as active members. As partners in this community enterprise you will continue to draw dividends for the time and interest and effort you have invested.

Now it is my privilege to certify your graduation. On behalf of the men and women who make up the professional faculty of this school, I certify that you are worthy apprentices in citizenship and capable of serving as such in adult organizations in this community or any other American community where social and civic action is founded in the basic tenets of democracy. . . .

The principal would, of course, refer in his address to real and specific accomplishments of the class, not to these hypothetical ones. But whatever he said would be planned so as to re-enforce the principle

(*Continued on page* 129)

# Our Rec Dances

MRS. AUDREY MUNGER
*Waukesha High School*
*Waukesha, Wisconsin*

LONG before the idea of youth centers became universally popular, students of Waukesha High School, Waukesha, Wisconsin, were able to claim a "place to go" for recreational activities. For seven years, Waukesha High has sponsored a recreational dance committee to provide good entertainment for its young people.

When the committee idea originated, as a plan of the guidance commission in the high school, non-date dances were held approximately once a month and were attended by several hundred students. After one semester, the guidance commission turned the project over to a special recreational dance committee, headed by Miss Grace Fardy, and that group has been in charge ever since. Miss Fardy, still the adviser, points proudly to the accomplishments that have been made during that time. Now students can plan on a dance every two weeks on either Friday or Saturday night, and a record in attendance was set recently when over nine hundred students flocked to the high school for the first dance this fall.

Dances are run by the students and for the students. In fact, Miss Fardy smilingly admits, students emphatically do not want a faculty member to feel that hers is the final responsibility. The student committee. composed of over seventy volunteers from the ninth through the twelfth grades, plans the work and runs the evening program even to the point of enforcing discipline when necessary — which is very seldom, as student co-operation has contributed much toward making the dances really successful. Dances are primarily for students in high school, but every affair always finds several alumni in attendance, as well as students from nearby schools who know how popular the dances are.

Enthusiasm is an outstanding characteristic of each of the student workers on the dance committee. In fact, for the first dance this fall, eighteen students left a thrilling football game at the end of the third quarter in order to return to school to prepare for the dance which was to follow the game. This was the dance which set the new high of over nine hundred in attendance records.

For each dance, a committee of 26 students (all volunteers) takes charge. Work is done on a shift system, so that no student is working for more than one-third of the time. The three shifts, each an hour in length, run from 8:30-9:30, 9:30-10:30, and 10:30-11:30. On each shift two students are assigned to greet guests, two to take care of the door, two to sell cokes, and two to be responsible for patrolling the upper corridors. Two other students serve during the entire evening as ticket seller and assistant. The entire committee assumes the advance responsibility of setting up chairs and inviting faculty and parents as chaperones (or as they prefer to call them — "guests") : they also take the responsibility later of cleaning up, returning coke bottles, and putting records away. Each worker wears a little white badge identifying him as a member of the committee.

Committee members really take their work seriously. One ruling is that only the first floor of the high school building be used during the evening. The student patrolmen, who assume all responsibilities of maintaining discipline, have the authority to send any students found in upper corridors back to the dance floor. Not only the husky football players are patrolmen — in fact, the majority of students on patrol are girls. Their authority is not questioned; rather, offenders realize that the students are in control and that their demands must be obeyed.

Co-operation is a keynote of the successful dances. Even when over nine hundred students jammed into the gym, there was a friendly attitude of co-operation and helpfulness, and students willingly danced in shifts. Perhaps there were a few complaints when the committee ran out of cokes, but even that situation was accepted. In those rare instances when disciplinary action is necessary, the student committee has the authority to suspend a student from attendance at dances for a specified period of time. This power has been used very seldom in the seven years of rec dances.

Ten cents is the price of admission to each of the dances. This is the only source of income for the committee, which is entirely self-financed, and the budget now stands at something over $500. Records usually provide the music, and the com-

mittee boasts a complete collection of all the latest song hits, with new ones constantly being added. Occasionally the group is able to hire an orchestra for an evening. Four years ago the committee purchased a public address system at a cost of over $100. Every year the group contributes generously to the infantile paralysis fund, to the high school victory council, and to a project to send high school yearbooks to servicemen.

One of the biggest problems is that of finding enough coke to serve the thirsty dancers. For each dance about twenty cases are ordered; and when wartime restrictions end entirely, this order will undoubtedly rise considerably.

Colored lights and spotlights usually provide the only decorative scheme, though occasionally a more elaborate system of decorations is planned. Floor shows have also been presented occasionally to vary the evening program. A ping pong table is a popular spot, and in previous years the cafeteria has been the scene of dancing lessons during the evening. Now that need is almost non-existent, since mixed boys' and girls' gym classes do learn social dancing.

When the youth center movement became popular, several years after the inauguration of the rec dances, Waukesha again was one of the pioneer communities to accept the idea, and the Cardinal Attic in the YMCA building was originated. The Attic has never detracted from the rec dances, however. Whenever a rec dance is held, the Attic is closed for the evening, for everybody realizes that nothing could compete with the ever popular rec dances!

---

"Once before, the world knew a Golden Age where the development of the individual—his mind and his body—was considered the first law of life. In Greece, it took the form of the revolution of awareness, the emancipation of the intellect from the limitations of corroding ignorance and prejudice.

"Once again, if man wills it, he can be in a position to restore that first law of life. But he shall have to effect a radical transformation in his approach to and philosophy of education, which must prepare him for the opportunities and responsibilities not only of his chosen work but for the business of living itself. The primary aim should be the development of a critical intelligence.."

—*Norman Cousins* in "The Obsolescence of Modern Man."

# A Tenth Grade Pageant

WILMA STERN LEWIS
*Teacher of English*
*Swarthmore High School*
*Swarthmore, Pennsylvania*

THE tenth grade students of Swarthmore High School, as a result of the integrated work in their World Culture Course, wrote and presented a pageant entitled "Peace This Time" as their special project for the year. Setting up a central committee composed of representatives from the four class sections, headed by a student whom they chose as their chairman, the group met without faculty supervision several times a week for a period of six weeks.

The main object of the pageant was to trace any signs of progress through the ages toward the attainment of world peace. Starting with the first civilization, the acts revealed not only the progress made toward this end, but the pitfalls to be avoided in the building of lasting peace.

The successes and failures of each succeeding civilization were vividly portrayed in twenty-three scenes enacted by a cast of one hundred and forty.

In the prologue five soldiers somewhere near a battlefront, question the purpose for which they are fighting. When one makes the statement that no progress has been made toward the attainment of peace, another suggests that the past be recalled.

Immediately the narrator picks up the

thread, after which the first scene in ancient civilization opens in Ikhnation's throne room in Egypt, picturing the religious revolts of the people; the next one in Palestine displays the glory in Solomon's temple followed by scenes in Athens and Sparta, demonstrating the culture of the first and the strict militarism of the second. A Roman banquet indicative of the decadence of Rome and the cruel treatment of the followers of Christ closes the first act.

The medieval civilization in eight colorful scenes depicts the choas resulting from the fall of the Roman Empire, the spread of learning in Charlemagne's empire, the Golden age of China, feudalism, a monastery, town life in the Renaissance period, closing with the Reformation.

The modern act was equally picturesque, with its presentation of effective scenes representative of Nationalism, the Napoleonic era, the Congress of Vienna, World Revolutions, Industrialism, Imperialism, the first World War, and the Treaty of Versailles.

The five soldiers appear again in the prologue, satisfied that men of vision through the ages have striven for peace. One emphasizes the fact that in the past great men of the world tried nobly to increase the power of the nations, but that was not enough. "Today great men of the world," he said, "are leading our armies to victory, and when that victory is won, it is everyone's responsibility to make it become a lasting peace — in the words of our great war leader." Here he paused, after which the narrator (now behind the scenes) reads the words of President Roosevelt's speech prepared for the Jefferson Day dinner. Immediately following, the Recessional, sung by the entire cast (back stage — as the soldiers retained their positions) accompanied by the orchestra, climaxed the presentation.

This was an unusually extensive project to be attempted by the students of a small high school, and undoubtedly the finest possible piece of cooperative work. The faculty entered the picture to help only with the directing during the last stages. The students were given a real opportunity to demonstrate their leadership ability; they assumed their responsibilities from the make-up of the last character to the direction of the student orchestra. Only eight of the costumes were rented; the costume committee carefully perused books to secure authentic information and then diligently manipulated the needle and thread. The changes of scenery were made swiftly and smoothly by the well organized and efficient stage crew. It would be impossible to overestimate the values obtained in research by the writing, scenery, costume, music and dance groups.

The fine performance was a tribute to the splendid spirit of the group and the eagerness of every member of the class to fulfill his obligation whether great or small. The students worked in perfect harmony tremendously enthusiastic to be assuming the responsibility for so large a production. They realized that they were receiving a thorough and realistic knowledge of World Culture far beyond that which could have been obtained in the classroom.

A sense of having accomplished a meaningful piece of work which was recognized by their parents and friends gave them an invaluable feeling of confidence.

Last and probably most important of all, they felt that they were making a contribution toward the hope for a better world.

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**Personal Growth Through Extracurricular Activities**

(*Continued from page* 124)

"The next time it will be worse. You fellows set an example for the little boys in the school. Make it the best example you can."

"Thank you, Mr. Harvey. We will."

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**One Suggestion for High School Commencements**

(*Continued from page* 126)

that the public high school is a social agency, free to all the sons and daughters of all the people, and dedicated to the preservation and improvement of our democratic institutions through practice in democratic living within the school. The commencement exercise would not be the answer to the question, Which students in this class have been most successful in meeting the academic requirements and conforming to the academic disciplines? It would be, in part, an answer to the question, How well has the high school prepared all the members of this class to assume the responsibilities of creative citizenship in our community?

# Press Convention Programs

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SCHOOL press conventions are in order again. Now that the war has been won, conferences for student journalists and publication advisers may be convened as transportation and hotel facilities improve. At the same time it should not be taken for granted that all such conclaves are equally worthwhile.

True, many school press conventions are educationally desirable. They serve as institutes of instruction and guidance, helping students and teachers to solve complex problems in high school journalism. They stimulate interest and enthusiasm, challenging publication staffs to raise their standards.

Then, too, they have a general educational value. Teen-agers should learn how to act when they are away from home. They benefit by getting a first-hand view of a college campus. Thus, they become more interested in continuing their education after they leave high school.

Unfortunately, however, some conventions are promotional ventures rather than educational programs. The promoters are so busy parading the faculty, band, orchestra, football team, school of speech artists, and the like before the visitors that little attention is given to student journalism. Such conventions are a waste of time.

School press conventions are not easy to plan. Ask officials of National Scholastic Press Association or the Columbia Scholastic Press Association if you doubt that. For that matter, consult officers of state press groups, too, for many such gatherings are almost as big as the national conference.

What makes a school press conference good? Obviously, delegates must be comfortable whether sessions are held in a hotel or on a campus. Facilities must be adequate for the group served. Few students or advisers realize how much preliminary work is involved in arranging for rooms, banquets, dance bands, speakers, programs, etc.

While a banquet, dance, or sports contest may be a major attraction, the backbone of the convention is the educational program. Here the success depends not so much on a few key speakers at general sessions, but on the round tables, clinics, exhibits, and specialized educational services.

Advance promotion should present a clear picture of the convention plans. It should provide complete instructions on preliminary arrangements. Supplemented by letters sent promptly when inquiries are received, it should prepare delegates fully for active participation in the program.

Once the delegates arrive they should be greeted cordially. Registration should be efficient so there are no long delays. Visiting students and teachers should be given a chance to dispose of their luggage, to glance at the program, and to arrive on time at the opening session.

When the convention opens, it is unnecessary to present all the university officials and civic leaders to greet the guests. One message of welcome should suffice. After announcements are made, the main speaker should be presented. The entire session ordinarily should not take more than an hour.

Some of the best instruction and guidance will be given at the round table discussions. Each should have a delegate — either a student or a teacher — as chairman. The speaker should take about half the time to discuss the topic, leaving twenty minutes or more for the question period.

Round table discussions should deal with every major journalistic interest of the visiting delegates. Uusually about an hour in length, they should be scheduled in rooms big enough to seat those who attend. Lighting, ventilation, heat, etc., should be adequate for the occasion.

Usually there will be more sessions on newspapers than on yearbooks, magazines, handbooks, publicity, etc. Editorial, business, and mechanical problems of both the printed and duplicated publications should be examined. Outstanding advisers, newspapermen, and school of journalism

professors usually handle such subjects well.

Round tables should deal with the newspaper as a medium that informs. For example, one round table may deal with covering school news, another with writing, and still others with copy editing, headlining, makeup of different news pages, and writing school news for local papers. Special topics like sports writing and the interview desire consideration too.

Consider also the newspaper as a medium that influences. Round tables may deal not only with editorials, but also with reviews and guidance columns on etiquette, fashions, etc. Attention also should be given to opinion polls, symposiums, pro and con articles, inquiring reporter columns, and interpretative articles.

The school newspaper entertains. Hence, sessions should deal with different types of features. Columns should be considered. No doubt the gossip column will be noted as something to be rooted out wholly. Makeup of editorial and feature pages should be taken up in a special session.

Duplicated newspapers, of course, have problems of makeup that differ from those of the printed newspaper. Experts on duplicating equipment may help staffs of mimeographed papers to improve their appearance, particularly illustrations. Two or three such round tables will be desirable if many duplicated publications are represented.

In many conventions, yearbooks are stressed almost as much as newspapers. Topics often include selecting the theme, choosing the cover, preparing the dummy, taking care of engraving, arranging for photographs, streamlining the content. Such sessions may stress the need for functional rather than formal annual publications.

Neither the magazine nor the handbook receives much attention in conventions. The former is to be found chiefly in larger schools. The latter often is not published by student journalists. In some cases, either may be printed as a special project of the newspaper staff.

Too little attention is given to business problems of student publications. Actually, sessions should cover all the problems of the business staff. For example, more emphasis might well be given to adequate and accurate accounting systems, to promotion plans, to budget systems, and the like.

Sources of revenue also should be discussed. Delegates should learn effective ways of selling advertisements, preparing copy, planning layout, supervising production. In addition they should know how to plan consumer surveys, merchandising calendars, rate structure, and advertising campaigns. Similarly circulation methods and promotion should be examined.

While most of the sessions will deal with the special problems of the school press, there should be round tables dealing with more general interests. Thus, it often is worthwhile to have sessions dealing with such topics as journalistic vocations, current books in journalism, staff organization, and educational publicity. Sometimes a panel discussion of college publications conducted by college editors interests delegates.

In addition to the many round tables open to all delegates, there should be a few meetings for teachers only. Often the problems of teaching journalism, supervising publications, and managing publicity are topics featured. Such discussions should be balanced by more general talks dealing with the social responsibilities of mass media of communication.

Clinics may be conducted in several ways. Sometimes general clinics are arranged in which delegates as a group ask an expert how to improve their papers. Occasionally, news, features, editorials, sports, etc., are considered in different clinics by a specialist in each field. In some instances, too, the expert meets only with one delegation at a time.

Educational and commercial exhibits often arouse much interest. Representatives of various firms interested in yearbook production usually co-operate readily. Often, too, college publication staffs will present displays of university publications. Exhibits of current books on journalism and high school journalism textbooks are worthwhile, too.

If the convention is held on a university campus, tours in the late afternoon may be conducted by members of Theta Sigma Phi or Sigma Delta Chi. Visits to the plants of local newspapers, engraving firms, etc., are worthwhile if they can be arranged. In fact there should be something to interest delegates all the time. Occasionally it's possible to use a few

motion picture films dealing with journalism.

This type of convention is similar to that provided by many school press associations, such as the Empire State School Press Association, Illinois State High School Press Association, Pennsylvania School Press Association, and many others in all sections of the United States.

Occasionally a different type of program may be provided. For example, in 1945 Temple University sponsored the Temple Press Tournament. Limiting each school to four delegates, it provided a "journalistic track meet" with contests in news writing, current events, interviewing, journalism background, copyreading, and editorial writing. Competent judges are needed in this type of program. Contestants not only should be given enough time, but also satisfactory writing facilities.

Sometimes newspaper contests are conducted at the same time as the convention. Unless the newspapers are judged on a sound basis by competent critics, the contests are more likely to foment dissatisfaction than to cause goodwill. In any event they are not an essential part of a convention.

To be sure, the convention usually will have a banquet at which the featured speaker is presented. He usually should be a "name." He may be a foreign correspondent, radio commentator, minor celebrity, or the like and should be paid a reasonable fee for speaking.

Naturally a well-balanced program is desirable at each hour of the day. Each session whether big or small should begin on time and end on time. Rooms should be identified adequately so that delegates can find their way about with a minimum of delay. Enough time should be provided between sessions to enable delegates to get from one meeting to another.

Thus, the school press convention can render a great educational service if planned properly. True, much depends upon the delegates who should be prepared in advance to take advantage of their educational opportunities. Under such circumstances the conference should be successful in terms of the contribution made to the delegates who attend, to the publications they produce, and to the schools they represent.

# Home Workshop Clubs

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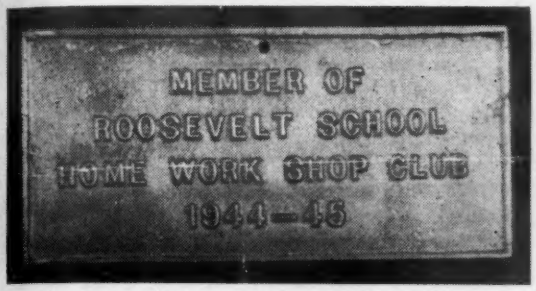
A COMPREHENSIVE program of extracurricular activities should give opportunity to the total pupil population of a school. Boys and girls display initiative, assume responsibility, and practice cooperation only in activities which lie within range of their abilities and within the field of their interests. In every school there are many pupils whose interests and abilities center around mechanical or manipulative activities. Such pupils are at their best as citizens when occupied with activities which place a premium on manual dexterity and manipulative skills, because it is here they can achieve and thus obtain the recognition necessary to mental health and happiness. For these individuals such activities instill confidence, build self-reliance, and develop leadership qualities, which later may lead to interest and success in other fields of endeavor.

Model-building clubs and hobby clubs are two activities which have proven their worth in reaching this type of boy or girl. These clubs, however, usually center their programs around a relatively narrow field of manipulative endeavor and are thus limited in the number of pupils they can interest and help.

A pupil-centered home workshop club offers challenge and provides appeal to a larger number of pupils because it is broader in the scope of its offerings. Woodworking, metal working, radio, archery, leather work, and home maintenance and repair are a few of the manipulative activities which are normally carried on in home work shops. The grouping of such activities under one organization, with its limits determined only by manipulation and the use of tools, is especially beneficial in smaller schools where the number of

pupils interested in any one narrowly defined organization may be limited.

*Values in Home Shop Club Activities.* Home workshops are not new. In fact, all shops formerly were in the home and were only moved out of the home under pressure of the Industrial Revolution. School-sponsored home workshops, while relatively new, have been in existence in the United States for over twenty years and in many localities are now regarded as a necessary part of the schools' service to the community. Under proper guidance,




**Aluminum Membership Plaque Cast in School Shop**

home workshops provide values of utmost importance to a large portion of the pupils of any school. A few of these values are listed below.

1. Creative-expression through manipulation and construction is realized more fully in the home shop than in many school shops because of the minimum of adult supervision. "Inventions" and original designs are consistently produced where the boy is free to execute his own ideas.

2. Opportunity for exchange of ideas is provided through contact with others in group or club meetings at the school.

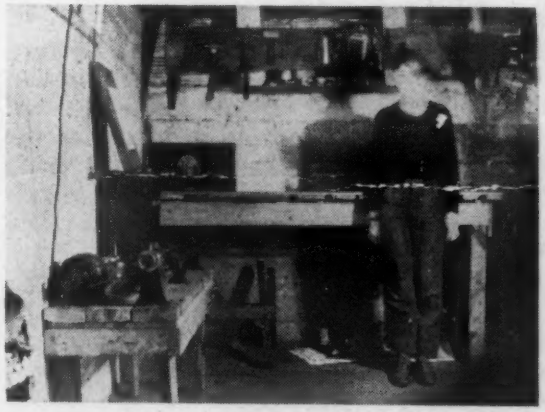
3. Motivation is supplied for youth in positive, constructive activity in "out-of-school" time, thus contributing directly to prevention of delinquency. A youth actively engaged with tools in his home is no problem in a community.

4. Responsibility is developed through the care and attention required to maintain a home shop properly.

5. Interest is directed toward the home, and opportunity is provided for the boy to contribute directly to the maintenance of his home. A home with a shop becomes a better and more attractive home. Fine relationships and understandings are often developed between father and son through mutual interest in home shop work.

6. Excellent relationships between home and school are fostered through the mutual helpfulness of school and home shops. Visits to the home shop by the school shop teacher assist greatly in this mutual understanding.

*Methods in Home Shop Club Organization.* Home workshop organizations function best under an informal school club organization which permits exercise of leadership, group contacts, and exchange of ideas. The usual club officers may be elected and meetings held as often as deemed necessary by the group during home room or regular activity periods. Regular business meetings in which special events such as kite, bird house, or model plane contests are planned may be necessary. Informal meetings which permit pupil demonstrations, showing of movies or slides on safety and tool processes, or exchange or "swapping" of project material are profitable.



**A Typical Home Workshop**

Various units such as Christmas toys, bird houses, "inventions", or model planes may be planned to originate in the various home shops and later be exhibited at the school.

Occasional mimeographed "Home Shop Bulletins", planned and written by the club members, foster initiative and exchange of ideas.

A "Home Shop Story" written by each member and dealing with such items as "contribution my shop made to my home", "improvements made in my shop", "plans for the future", etc., provide excellent opportunity for correlation with composition. Both the "Bulletin" and the "Story" offer opportunity for extension of pupil

interest in fields other than those mechanical or manipulative.

A home shop club as a recognized school activity is definitely rich in possibilities. Its organization is often spontaneous on the part of pupils, with boys possessing a common interest in tools and construction cooperating to build something which is not possible individually. All homes have tools; many with them already organized as a home shop. The potentialities are inviting and in every community await only a minimum of wise counsel and guidance on the part of the school.

# To Club or not to Club

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DO YOU wish to start a photography club?" Principal Jones looked up into the eager face before him.

As principal of a smaller school, with an enrollment of fewer than five hundred pupils, Principal Jones had debated with himself the wisdom of starting clubs. But in the past few days he had been besieged with demands by his pupils for clubs of various types. Besides the present one for photography, he had been asked about a club in homemaking, one in French, one in stamp collecting, one in model building, and so it went.

"Well, John," he told the student before him, "I will see what can be done. In the meantime talk it over with some of your friends that you know to be really interested. You might also speak to Mr. Burns, your science teacher; at one time he was a very good amateur photographer. See what he thinks about it."

That afternoon, Principal Jones called a special faculty meeting and discussed the matter of clubs. From his list of requests he sifted the number down to six, according to most popular demand. These six included photography, home-making, model airplanes, Spanish, stamps and dramatics. There were several others, but as only one pupil seemed interested in each, they were left for future consideration.

The next morning, there was a notice on the bulletin board: "All students interested in forming a club in (here the names of the six clubs were listed) will please meet in (and a room was assigned for each club)." From previous notes, Principal Jones assigned a pupil leader that he knew would handle the meeting and be able to assume the responsibility for getting things started. No teachers were asked or expected to attend, as they had agreed on the afternoon before.

Later in the day, the principal called a meeting of the six boys and girls selected by him to handle the first club organization meetings and to head up the six interested groups. He asked each to bring pad and pencil to the meeting and when they were seated he spoke briefly on school clubs.

"Now," he told them, "this is your idea. I know you are interested or you wouldn't have seen me before about it. Call your meeting to order. See how many are really interested. Get their names. Find out what, if any, equipment or materials each can contribute to such a club. Then decide among yourselves which teacher you would like to sponsor your club and to give you help with some of the problems you will run into in making it a live one. It will be up to you to appoint a committee to see the teacher that you select. If he or she is willing to spend the extra time to help you, well and good.

"For my part I will see that you have a suitable room. For example, the photography club could meet in the laboratory, the model club in the shop, or in the gymnasium when you have something you wish more room for a try-out, and other rooms will be available. I think we can arrange to give you a free period once a week during activity period. In this way all can attend. Night meetings sometimes may be fine, but often many of you living outside would be unable to attend.

"Form a committee to draw up club rules. Miss Brown, our librarian, has some books on club rules and regulations, also some on parliamentary procedure to help you to conduct your meetings. She will be glad to help you with them. Set a date for your first meeting to fit into an activity period that will be suitable for your

faculty sponsor and hand in to me tomorrow a sheet giving the details and summary of your plans.

"Now, one more thing, many of you are already taking part in athletics, news staff or orchestra. I think for the good of all concerned that we should limit membership to not more than three activities. That is, if a student plays basketball and orchestra, one club should be all that he joins. Tell your groups that tomorrow night. And if those students taking part in three activities fall below in their studies, we will have to drop them from one of the outside activities.

"Don't urge your friends to join unless they are really interested. Everyone is eligible for membership. If you decide on dues, keep them low enough not to freeze some one out who, like myself, does not have many extra nickles."

"Will you join our club, Mr. Jones?" several eager voices demanded.

"Well, I think I will manage to sit in on a few meetings from time to time, anyway," promised the principal.

The reports turned in the next day were good. All faculty members were contacted and accepted the invitations to sponsor the various clubs. One teacher who had a heavy schedule spoke about her noon and bus loading duties to Principal Jones and was relieved of these on the day that her club would meet. Principal Jones called in the school news staff and gave them material for a write-up on the new venture. The next week the club programs started off with a bang. The one period a week for club meetings was divided so that it would come on two afternoons, thus providing for those eligible to join more than one club.

The average membership at the start was about twenty students per club — about everyone in the high school department. This gradually dwindled to a steady attendance of about fourteen or fifteen per club. Some evening meetings were held with the consent of the faculty sponsor, and in general two field trips a year were arranged for and made a part of the regular school program. On suitable days, some of the clubs held their meetings out-of-doors. Correspondence was arranged with like clubs in neighboring schools. In several cases, outside speakers were invited to meetings. Principal Jones, with the help of his editorial staff, sent an article on the clubs to the local paper.

The following year, those teachers consenting to a continuance of their sponsorship were relieved of some extra school duties to compensate for their time spent on club duties. In larger schools, teachers often receive extra compensation for such work, but Principal Jones was unable, due to limited finances, to arrange for this in his own particular system. Six assembly programs were turned over to the six clubs, and on Parents' Night each club had a carefully prepared exhibit in its club rooms, at which club members were present to explain their club set-up and apparatus to interested parents and visitors. Club presidents gave short talks at meetings of the school Parent-Teacher's Association and the local Service Clubs.

Principal Jones noticed some striking facts: students in the photography club in general elected to take physics and chemistry and made excellent marks; Spanish students in carrying on the main business of their club in Spanish, improved in their ability to read, write, and speak that language; model builders elected shop courses and made rapid progress; the dramatic club turned out some good amateur plays, and the English teacher was thrilled with the increased interest in English literature; the stamp club members were turning in better history work, and Principal Jones found himself with a growing group of pupils who knew how to conduct a meeting and to present, on their feet, a to-the-point message.

Parents complimented the principal and his faculty on the increasing interest and help their sons and daughters were taking in their homes. Parents were interested in their children's club activities, and several meetings each year were held in members' homes with the full approval and at the insistance of the parents.

Principal Jones had wisely limited membership in the number of clubs to prevent over burdening the pupils. In relieving the sponsor of some school duties, he kept the interest and cooperation of his faculty. The teacher as a sponsor was more of a consultant than a director of the meetings and in no way attempted to "run" the club. The relationship between pupil and teacher improved to the extent that discipline problems in many cases ceased to exist. "To Club" proved a wise and profitable move to the entire school system.

# Preparing the Affirmative Rebuttal on Compulsory Military Training

RESOLVED: That Every Able-Bodied Male Citizen of the United States Should Have One Year of Full-Time Military Training Before Attaining Age Twenty-Four.

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The chronology of most debate seasons follows a rather set pattern. The first task is to read the material that is available on the subject and secure the much needed background. This is usually followed by the outlining of arguments and the writing of the constructive speech. The next period of preparation, one in which the debater begins to feel at a loss as to the best way to continue his preparation, comes when it is time to prepare for the rebuttal part of the debate contest.

It is rather easy to understand why debaters are at a loss as to the proper way to prepare for the rebuttal speech and for refutation. They are entering a new experience in debating, one that is more creative and less stereotyped than the earlier processes of preparation. A word of council, however, may help to rid the debater of this feeling of frustration. If the debater will realize that refutation and rebuttal are parts of the debate art that can be learned and prepared for in advance just as thoroughly as the constructive speech, he will have solved one of the dilemmas of preparation for the debate.

Before the debater is ready to start his preparation for the all-important parts of the debate contest, namely refutation and rebuttal, he must have a clear conception of the meanings of the two terms. While it is true that these two terms are quite similar they are not synonymous. By the term *refutation* we mean the attacking and disproving of your opponents' arguments at any time. Refutation may occur in either the constructive or the rebuttal speech. The *rebuttal* is the name of the second speech of each contestant in the actual contest. It should be remembered that the rebuttal speech is usually made up of a type of argument that defeats the contentions of the opposition.

It is not at all unusual for veteran, as well as beginning, debaters to feel inadequate when they are preparing their rebuttal speeches. The fear of the unknown always has its effect upon any individual who is embarking upon a new enterprise. It is the same in debate where the fear of being unable to meet and defeat the arguments of an opponent in the debate contest has its effect upon the contestant who has completed his preparation for the constructive speech and is now waiting to find out what he will do in the rebuttal speech. This fear is made worse by a fact commonly known to all debaters — that although a debate cannot be won without an excellent constructive argument, it is even more essential that the rebuttal speech be delivered in an effective manner.

There is one bit of advice that will be of greater importance in the preparation of effective rebuttals during the coming debate season than has been the case during recent years. That is to read every bit of material published in the newspapers and news magazines regarding the subject of compulsory military training. This advice is sound for several reasons.

First, it must be explained that there is more material being published about this year's debate question from day to day in the newspapers than has ever been the case with any topic selected for discussion among high school students. It is truly the question of the hour, with practically every person in the nation taking an interest in its final settlement. President Truman's address to Congress, asking for the adoption of the plan, is only one of the many bits of available material on the subject. This outright proposal has caused a flood of arguments both for and against the plan. The well prepared debater should have a thorough knowledge of the arguments that are being presented upon this subject in the public press.

One of the first steps that should be taken when preparing materials to use in attacking the negative case is to make a list of the points of weakness in the apparent arguments that will be presented against compulsory military training. The

next step is to develop some type of refutation for each one of the major arguments that may be presented by the opposing debaters. In the paragraphs that follow, a few of the weaknesses of the negative case will be given, and suggestions as to the most effective way to refute them will be presented.

NEGATIVE WEAKNESS We have never had a system of compulsory military training in the United States, and so we should not adopt it today.

SUGGESTED REFUTATION This argument of the negative is from tradition and custom, but the fact remains that most negative debaters are likely to present it. While it is true that such a type of argument may appeal to a large number of people, it fails completely to take into consideration changing world conditions that make a system of compulsory military training essential today. In answer to this argument, we might point out that just as we have never had compulsory military training in the past we also have never lived in a world in which planes can cross the ocean in a matter of hours or in which there seems to be a possibility that the Monroe Doctrine might be endangered by a European power. In fact, never before 1941 had any nation dared to attack the United States, but we found out, much to our amazement, that nations were able to make a serious attack upon American territory.

If we will look back into the past, we will see that this same type of argument has always been presented when something new and vital is proposed that will change conditions. Before 1933 we had never had federal bank insurance. Today, however, the argument that we had never had such a system before 1933 would not be very effective in getting the American public to abandon the system today.

Probably the best avenue of attack for the affirmative in dealing with this argument is to present a few of the reforms of the last ten years — such as social security, unemployment insurance, and insured bank deposits — and then ask their opponents what would have happened to these reforms if the people had followed the line of reasoning that they are presenting in opposing the adoption of compulsory military training.

NEGATIVE WEAKNESS We of the negative are not opposed to a plan of compulsory military training if it is actually needed, but we feel that this step should not be taken until a later date.

SUGGESTED REFUTATION One of the oldest methods of meeting the effective arguments of a proponent of a much needed change is to agree that the change may be necessary, but to stall for time in making the adoption of the suggestion. The strategy behind such an argument is readily apparent. The person hopes to wear out the protagonist of the reform and thus to have the proposal die from inertia. In this debate the purpose of the negative speakers in presenting such a proposal is to win the contest by proving that there is no immediate need for compulsory military training.

In order to meet such an argument the affirmative debater should point out the dangers of putting off the adoption of the plan of compulsory military training until there is a real need for a large army and navy. How long would the adoption of the plan be postponed? Would we wait until another Pearl Harbor occurred? There is real danger that the proposal of compulsory military training may fail to be adopted because too many people say, "Certainly we are for the plan, if needed, but why not wait a few years before adopting it?" If the plan is postponed, there is danger that it may never be adopted until it is too late.

EFFECTIVE METHODS OF REFUTATION A few suggestions for the high school debater who wishes to become effective in the presentation of the rebuttal speech should be in order in this discussion of Affirmative Rebuttal plans. If asked to mention the essential rules of effective rebuttal speeches, the following would be pointed out:

1. There can be no substitute for a knowledge of the question. The student who has mastered a great amount of material upon the subject will be in a much better position to refute the arguments of his opponent that will his less well prepared colleague. In this connection, we should stress again the importance of a knowledge of current world conditions.
2. Make an outline of the way in which you will handle each important point in the debate. Included in this method of attack will be such items as (a) give the exact words of your opponent at the beginning of your refutation; (b) disprove the contention of your op-

ponent either by the use of logical reasoning or by quoting from some authority; (c) clinch your arguments by showing how your refutation has weakened the stand of your opponent and how it has strengthened your contentions.

3. Practice the delivery of your points in refutation and rebuttal, just as you practice your constructive speech. Since it is possible to anticipate easily fifty per cent of the arguments that you will use in your rebuttal speech before the contest is held, refutation for these points should be prepared in advance. The fluency with which you handle these anticipated points may tide you over the bad spots.

After consulting with a great number of debate coaches and judges, we have reached the conclusion that there is really no justification for the great lack of fluency that prevails in the average high school debate contest during the rebuttal speeches. If the debater will analyze his opponents points of weakness and will study methods of attacking these weaknesses in advance, the rebuttal may become almost as fluent as the constructive speech.

While it may be truthfully said that fluency is a desirable objective in the rebuttal speech, it should not be considered as more desirable than the ability to think and adapt your arguments to meet the case of your opponents. Remember that thinking and adaptability are of first importance. After you have thought out an answer to your opponent's arguments, fluency in delivery will help you in making your arguments more effective.

The debater should enter the rebuttal speech without any rugged plan of procedure. Teams who divide speeches and points of argument equally among the members of their team often fail to present a unified and effective debate. It is usually a better practice to divide debate points for purposes of refutation as the debate progresses than to make an arbitrary division before the contest.

### Sample Affirmative Rebuttal Arguments

Below you will find a group of arguments that probably will appear in practically every negative case upon this debate topic. While they may not appear in exactly the same form that is given here, it is almost certain that they will appear. Below each negative argument will be found a method of meeting it.

*Negative Argument* We should not adopt a plan of requiring one year of full-time military training since it will seriously interfere with the higher education of our young men.

*Affirmative Refutation* The negative team has taken the stand that we should not adopt the proposal of the affirmative calling for a full year of military training because it would interfere with the higher education of our young men. We of the affirmative do not believe that this is a fair argument.

First, let us consider the large number of American boys who will never attend an institution of higher learning. In 1945 there are about ten million students attending high school, yet the largest number of students attending college during pre-war years was about a million and a half. This means that thousands of students never get a chance to attend college under the plan that we had before the war. For those boys who have been denied an opportunity to attend college, this year of military training will offer an opportunity to learn a useful trade, to live in another section of the country, thus getting some of the advantages of travel, and to have the medical and dental checkups that are so essential to health in later life. For the boy who will be denied a chance to go to college, this year of training will be very valuable.

Now what of the boy who intends to go to college? Will he lose much by this one year of military training? Certain educators say that he will not. They point out that it is easily possible to cut out one year of the present academic courses in most colleges without harming the student. In fact some educators feel that this elimination of certain rather useless procedures in the curricula of our colleges will actually benefit the student.

When an actual analysis is made of the situation, it appears that most American young men will be benefited by the affirmative proposal even though it does interfere temporarily with the educational plans of certain men.

*Negative Argument* There is really no need for a plan of training all young men for military service, since the atomic bomb has taught us that what we need is a small army of

highly trained technicians instead of a mass army.

*Affirmative Refutation* We of the affirmative cannot accept the statement of our negative friends that what we need in this country is a small technically trained army instead of a well trained mass army. This question is far from settled, and at the present time the best military minds of the nation, incidentally the same men who led our armies and navies to victory, say that we need the system of universal military training.

We ask our negative friends if these army and navy leaders would claim that we need a system of compulsory military training to guarantee the defense of the United States if they felt certain that this nation could be defended by a small group of technically trained men who would fight exclusively with such modern weapons as robot and atomic bombs? We feel that they would not.

The actual fact is that, regardless of the newest and greatest developments in the way of new weapons, it took millions of well trained men to carry this war to a successful conclusion. It took men to take the island bases in the Pacific so that the machines could be used effectively. According to Admiral Halsey, the number of men needed to prepare the bases for the attacks upon Japan was enormous. What then would have happened if the United States had relied upon a system in which a few highly trained technicians were entrusted with the total defense of our nation? We of the affirmative feel that we would be taking too great a risk that the plan would not guarantee adequate protection for our nation and that at some future date our nation might be defeated because of our lack of preparation.

Editor's Note: Harold E. Gibson's fourth and concluding article of this series will be published next month.

# A Panel for the Graduation Program

SELMA BLESSIN
*Teacher of English*
*Miller Vocational High School*
*Minneapolis, Minnesota*

YOU, no doubt, have met this question in educational magazines: Why not drop graduation programs? Authors of the question point deprecatingly to the occasional empty ceremonies, the style shows, the parading of the talented tenth, or to wordy speakers of the evening, all of which, thank Heaven, are fading from the commencement horizon. What then must take their place?

May I quote our principals of the Vocational school — who have believed that a worthy graduation program must have its source in the personality of the school, that it is the flowering of values actually taught in the classroom and for which the school stands, that it is an experiment in democracy, a cooperative experience reaching into every level of the school society and thereby touching the community, not only through the finished product, but much more vitally all through the period of preparation.

Several summers ago at Ann Arbor it had been my privilege to hear a group of high school students from Eastern schools in an excellent two-hour panel. Participation had been remarkably spontaneous and sincere. There had been a genuine search for truth rather than the usual competitive beating about of brains. Carried away on the wings of renewed confidence in young people, I decided that if the opportunity came, a panel graduation program at Vocational would be fun. The opportunity came last year.

Selection of panel members was as follows: With the help of a senior social studies teacher, students were chosen who were hard working, tactful, whose speech habits were acceptable, if not perfect, who not only could gather facts, but who could weigh, consider, and draw reasonable conclusions. We could promise little except blood, sweat and tears during preparation, but out of the original fifteen, twelve remained loyal.

Procedures were as follows: Senior class work was not interrupted, although the assignments were lightened and sometimes forgotten for panel members. Some of the preparation proved salutary for all my 12A groups. This included review of library usage (the use of the Readers' Guide, and card catalog), taking notes, re-

production of others' ideas, evaluating ideas, organizing material logically, and transitions. How we worked on smooth slide-overs! Students needed to recognize prejudice, standardized thought, and rationalization. They needed to review various forms of persuasive reasoning, the importance of definition, comparison, contrast, cause and effect, induction, deduction, analogy, illustration. They also needed to remove the curse of boredom from the program by learning how to release personality through humor, through all the little devices that make conversation sparkle. Rest assured that no attempt was made to teach the latter. Rather were they developed through the poise and self confidence that came with research and the practice panels.

Some teachers here may be interested in a little device used to correct habitual errors in speech. Brightly colored tags and pins were given all students in the senior classes. They were to watch one another's speech, but particularly the speech of panel members. An error meant a tag which they must wear for a day. Enthusiasm ran high at first, but burned itself out quickly. Yet it served well in permanently reminding offenders that work was needed to slough off bad habits, and I don't believe many speech errors occurred graduation night.

Research took place during every free moment the student could spare. In addition, for six weeks before Commencement, Tuesdays and Thursdays from five o'clock to nine were set apart for study at the Public Library. These sessions were a must. During the first two or three, unduly long periods were devoted to supper arrangements, to budding romance, to long but wholly unnecessary conferences with teachers or with one another. But soon the subject took hold, back bones stiffened, periods of concentration became longer, and real achievement became evident. In addition to the library reading, students attended Foreign Policy meetings, University lectures and round tables, bringing back when possible, reports, not only of material gathered during the actual meeting, but from interviews with speakers after meetings had closed. Bibliographies secured at these meetings were invaluable. National broadcasts also were a source of excellent information.

After three weeks of research, students evolved an outline expanding the following points:

1. An attempt to define democracy
2. Glaring defects in our present democracy
3. Remedial trends

We were fortunate last year in having a Dramatics Club that graciously voted us the expenditure of $25 for brand new books on our panel subject "Democracy in the Post-War World." A good friend had given me Herbert Agar's "A Time for Greatness." I do not believe I am alone in thinking that here in this book the meaning of democracy really is brought to life. Since we couldn't procure enough copies for immediate student reading, I put into a bulletin the principles Agar expresses and taught them in every class. The going was hard, but the fact that panel members found these principles substantiated again and again in their research proved their worth. Because of lack of time, I prepared another bulletin students had expressed a need for, one paralleling simultaneously the principles of Democracy, Fascism, and Communism. Besides a "Time for Greatness," other books purchased were: "Let the People Know" by Norman Angell; "Make This the Last War" by Michael Straight; "And Keep Your Powder Dry" by Margaret Mead; "Conditions of Peace" by Carr; "The World We Want to Live In" by Clinchky; "The Problems of Lasting Peace" by Herbert Hoover; "It Is Later Than You Think" by Max Lerner; and, of course, Wendell Willkie's "One World." Additional books from both school and public libraries were read also.

Types of magazines were too numerous to mention. We used everything the Reader's Guide gave us. Bulletins, especially those of the Foreign Policy Association, were extremely helpful.

During all this activity, Monday and Wednesday mornings from 8:00 to 9:00 had been set aside for practice panels, each of the twelve members taking his turn as moderator. It was amazing to watch growth in these practice panels. In the first ones, information became rapidly exhausted, there was little poise, evaluating ideas and placing them in proper relationships were difficult, transitions, bad; there was lack of tact. Fallacies in reasoning occurred, particularly the fallacy

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# The Prince of Peace

## A CHRISTMAS PAGEANT WITH TABLEAUX AND CAROL SINGING

THE story of Christmas as presented here by reader, tableau, and caroling is adaptable to either high schools or grade schools. It may use a different group of characters for each scene or each carol, or a smaller group may repeat, as there is time for costume changing between scenes.

The pattern of events may be directed by one person on a small stage, or by an organized group on a large stage.

### ORDER OF EVENTS:

SCENE 1:
- (a) Chimes
- (b) Reader (over mike or in front of curtain) Isaiah 40:1-5
- (c) Solo: "Comfort Ye" (voice behind scenes) *Handel*
- (d) Processional of carol singers "O, Come, All Ye Faithful"
- (e) Chimes (extinguish candles — curtain opens)
- (f) Tableau I — "Annunciation" (During the scene a soloist sings "Behold a Virgin Shall Conceive" *Handel*) (Full description of costumes, properties, and lights on pages following the order of events)
- (g) Curtain. Carolers sing "Holy, Holy, Holy"

SCENE 2:
- (a) Chimes
- (b) Reader, Luke 2:8-12
- (c) Second Tableau — "Shepherds"
- (d) Solo (during tableau) "And the Angel" *Handel*
- (e) Curtain — Carolers — "The First Noel"

SCENE 3:
- (a) Chimes
- (b) Reader, Luke 2:13-15
- (c) Third Tableau — "Angel Choir"
- (d) Solo — "Hark the Herald Angels Sing"
- (e) Curtain — Carolers — "Adestes Fideles"

SCENE 4:
- (a) Chimes
- (b) Reader, Matthew 2:1-11
- (c) Fourth Tableau — "Wise Men"

LENA MARTIN SMITH
205 *East Cleveland*
*Pittsburg, Kansas*

- (d) Solo — "We, Three Kings"
- (e) Curtain — Carolers — "Joy to the World"

SCENE 5:
- (a) Chimes
- (b) Reader, Luke 2:16-20
- (c) Fifth Tableau — "Nativity"
- (d) Solo (with carolers joining after the first phrase) "Silent Night, Holy Night"
- (e) Curtain as music is repeated softly and Chimes are blended in to the close.

### COSTUMES AND POSES FOR THE TABLEAUX

#### I. ANNUNCIATION

Characters: Mary and the Angel
Properties: Illumined lily
Altar
Costumes: Angel —White cheesecloth robe over white slip, long wide sleeves, no girdle, tinsel trimming, tinsel headband. Mary — Light blue robe, blue braided girdle, crimson head drape, sandals.

The lily should be built around a light cord attached to a cane, the white petals surrounding the light bulb, stem and calyx green, with pointed leaves. A red bulb under red spot light becomes orange and gives a rich glow under the white petals.

Pose: Angel kneeling, head bowed, right hand holding stem of lily, which leans toward Mary. Mary facing Angel. She has just risen from the altar, hands uplifted in surprise and shielding attitude.
Solo: "Behold, a Virgin Shall Conceive" (Handel's Messiah)
Lights: Blue foots and fly, dim, with red spot on scene

#### II. SHEPHERDS

Characters: Five shepherds
Angel
Properties: Shepherd Crooks
Steps
Costumes: Shepherds in dark bathrobes, squares of dark cloth about shoulders, brown or blue cloth turbans
Angel: White cheesecloth robe, tinsel trimmed, tinsel headband, long kimona sleeves

Pose: Shepherds lying on the floor, leaning on elbows or raised to sitting posture, as though startled out of sleep, crooks raised as high as heads, back or side view of figures to audience, angel high on steps with right arm raised shoulder high.

Lights: Blue foots and flies with spot on angel. Dim stage lights, blue spot.

Solo: (from Messiah)

III. ANGEL CHOIR

Characters: Eight angels

Properties: Steps, harps

Costumes: White cheesecloth and tinsel

Harps: About 15" x 22", cardboard — silver paper, strung with Christmas cord, silver

Pose: Four angels standing on different heights of steps, harps held uniformly, four angels sitting at feet of others on different heights, holding harps

Lights: Blue, dim — blue spot on angel group

Solo (or chorus): "Hark, the Herald Angels Sing"

IV. THREE WISE MEN

Characters: Three boys

Properties: Jewel boxes, vases, gifts, star

Costumes: White crowns dotted with silver or gold paper; white sheet drapes for robes, decorated with wide border of colored crepe paper cut like lace, one yellow, one blue, one red.

Pose: Star (bright bulb in black box with star shaped opening) just below flies. Boys kneeling one behind the other, side to audience, gifts in arms. (Girls may be the characters.)

Lights: Brilliant beam from the star, blue foots and flies, dim

Solo: "We, Three Kings"

V. NATIVITY

Characters: All above

Pose: Long box tilted forward, covered with blanket; red light in center, low in cradle; Mary sitting behind cradle, Joseph standing at her side; angels kneeling at each end of cradle. Three Wise Men at rear right, shepherds rear right, angels on steps rear, all in position so that glow from candle reaches their faces.

Lights: At first, cradle light only (a bulb deep in the cradle, or a flashlight with the rays reflecting the faces of Mary and Joseph.) Bring on blue foots and flies gradually and far enough so that the various forms can be seen distinctly, then lower lights again gradually to the cradle glow.

Lower the final curtain very slowly as the soloist and carolers finish "Silent Night."

Chimes may be simulated on the piano if no chime set or organ is available.

If a recessional is desirable and a joyful atmosphere planned, the gay carols may be used such as "Deck the Hall," "Christmas Caroling" or substitutes.

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## Extracurricular Teachers Get Extra Pay

AILEEN E. OWEN
*Counselor of Girls*
*Roosevelt High School*
*East Chicago, Indiana*

THIS year the East Chicago Public Schools inaugurated a special-service salary schedule for teachers with responsibilities in extracurricular activities. Last year a committee of teachers conferred with A. C. Senour concerning such a salary schedule, and he referred the matter to the Board of Education. Upon his recommendation, the Board asked for suggestions from the committee.

The following schedule was recommended by both the committee and the Superintendent and was adopted by the Board of Education.

| SPECIAL SERVICES | AMOUNT |
|---|---|
| General Counselor; Forensics Coach, | $200 |
| Class Counselor; Junior Red Cross Chairman | 175 |
| Dramatics Coach | 150 |
| Departmental Chairman, High Sch. — Industrial; Natural; Social Science | 100 |
| Music Director — Concert Band; Concert Chorus; Concert Orchestra | 100 |
| Sponsor of School Annual | 100 |
| Sponsor of School Patrols | 75 |
| Sponsor of Student Government | 75 |
| Forensics Coach Assistant | 75 |
| Departmental Chairman, High Sch. — Commercial; Home Economics; Language Arts; Mathematics; Music (if not otherwise free for a period); Physical Education | 50 |
| Sponsor of Junior Red Cross | 50 |

Sponsor of School Newspaper ..... 50
Sponsor of Ushers ..... 50

1. This schedule provides additional compensation for special services other than athletic coaching which is provided in a separate schedule.

2. The following criteria were used to determine the special services:

a. Special responsibility for pupil progress and welfare, and/or for materials, supplies, and equipment for other teachers;
b. Especially exacting character of the special service;
c. Influence upon public relations;
d. Disconnection between the teacher's instructional assignment and the special assignment;
e. Demands on time in excess of the normal teaching assignment of a six hour instructional day or of a thirty-five hour week.

3. The teacher shall have one period of the regular day schedule free from class instruction. During the spring semester the Sponsor of the School Annual shall have two periods free.

4. The additional compensation to any one teacher shall not exceed two hundred dollars.

Editor's Note: Naturally, we believe that such definite recognition of these extra responsibilities will represent a good investment of school money.

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## One Christmas Program--- Three Faiths

MABEL M. REIDINGER
*John R. Buchtel High School*
*Akron, Ohio*

THE high school Christmas program depended upon the ever-rushed senior English teacher. Her third period seniors were superior students — eager, full of ideas, possessing considerable leadership ability. Would they devote two weeks to planning and presenting the school's Christmas program? They would! What would they like to do? Emphasize the fact that we all worship the same God; chronologically, by covering the altar first show how each faith leads to the others with the red altar cloth bearing the Star of David and lighting upon it the eight Hanukkah candles in their Menorah.

A committee of Jewish students consulted their rabbi and planned details of their part in the program. A group of Roman Catholic students presented a Catholic altar, decorated for a Christmas service. Protestants added their open Bible to the altar, which already bore the symbols of Judaism and older Christian tradition. A committee visited the art department and asked for three imitation stained glass windows through which the light of three different faiths might shine upon one altar. Art students depicted Moses with the scroll of the law in his hand, the Madonna in her blue robe, and the Good Shepherd protecting a lamb against His bosom.

Members of the class not otherwise involved selected four passages of scripture and arranged them for choral reading, chose a student leader, and furnished the narrative background for action upon stage, through an introductory passage from Isaiah expressing the hope of all men that a Saviour might come; then the story of the Magi, next the Shepherds, and a closing passage from Isaiah expressing man's universal hope for the day of peace when all nations shall flow unto Mt. Zion and study war no more.

The Glee Club contributed traditional music in special arrangements and led the assembly in best-loved Christmas hymns.

Group work? Plenty of it — class discussion, general planning, committee assignments, interviews with community persons and reports back, group decisions in selecting musical numbers, scripture passages, persons to perform rites and to speak, opportunities for leadership. Members of the English class formed the central unit, but they drew in the art and music departments, science club to arrange lighting effects, other students to secure objects of religious symbolism and to conduct ceremonies or speak. Their biggest task for themselves was planning and presenting effective choral arrangements of selected scripture. Did everyone participate? Busily and interestedly.

Where was the teacher? Nearly everywhere at once: suggesting possible ways of accomplishing purposes, pointing out possible effects to strive for, listing people who might help, suggesting source materials, securing the cooperation of other faculty members, a friendly consultant for

(*Continued on page* 160)

# School Clubs

GUSTAVE A. FEINGOLD
*Principal of Bulkeley High School*
*Hartford, Connecticut*

HOW many clubs should a school have? This is a perennial question which presents itself to every high school principal. The number will depend upon two factors: (1) the size of the school, and (2) the kind of school it is. A school that has anywhere from 500 to 2,000 pupils should have at least one club representing each department of instruction. Departments with large enrollments may well have two and even four or five clubs. They will, of course, go under different names, and interest themselves in different fields.

Thus, in Biology, there might well be one club for boys and one for girls. There might even be a third club, one devoted either to research or to the study of general health and sanitary problems in the community. In the Commercial Department there would probably be one club interested primarily in clerical problems, another interested in sales and consumer problems. In the Physical Sciences there would be one club interested in radio, another in chemistry, still a third in electricity. Of course, the foreign language departments would each have its club.

The same is true of the Music Department, in which there would be boys' and girls' glee clubs, a senior orchestra, and a school band. Though credit is given for vocal and instrumental music, it is advisable to regard these organizations as social clubs also, since the band is expected to play at football games, and the glee clubs to perform at social functions, such as Christmas parties, Parents' Night, etc. In the English Department, there would be Junior and Senior Literary Clubs, Junior and Senior Dramatic Clubs, and a Writers' Club, depending on the size of the school. Every well organized school will have its Student Council, and, of course, its Honor Society, Swimming Clubs, Home Economic Clubs, and a History-Civics Club, as well as Debating Clubs.

Bulkeley High School is a cosmopolitan school. It has four curricula: the College Preparatory, the Commercial, the Manual Training, and the General. Four years of English, one year of American History, and one year of Mathematics are the only required subjects; all others are elective. The heavy enrollment is in English, of course. Next in order of size come Mathematics, History and Science. The school has over thirty-three clubs. In addition to those mentioned above, there is a Chess Club, the Verse Speaking Choir, the Model Airplane Club, and, of course, the all embracing organizations known as the Boys' Club and the Girls' League.

Membership to clubs is open to all pupils in good standing. Most organizations are limited to thirty members. The Boys' Club and Girls' League are schoolwids. Dues are not more than twenty-five cents a year in any organization. The clubs meet under the supervision of their faculty advisers once or twice a month, the day and hour being fixed so that there may be no conflict in the use of the beautifully equipped Club Room, established by the pupils themselves for club meetings. The clubs are taxed $1.00 a year for the use of the Club Room, and this money is used for the cleaning of carpets and curtains and the replacement or addition of furniture, as needed.

Among the main objectives of these school clubs is to develop initiative and leadership among the members, and especially to give them an opportunity to develop their personalities. Meetings are conducted by the members themselves. The faculty adviser usually occupies a seat in the rear, and gives his advice only when called upon by the members.

Among the chief pleasures derived from membership in these clubs are those which come from the parties they hold in the Club Room once or twice a year. Practically every club has a Christmas party. Most of them also have a party in the spring, just before the end of the school year. Here they learn sociability. Here, too, they learn how to mingle together voluntarily without drawing religious or color lines.

At the end of the school year the clubs have their pictures taken for the Senior Class Book, and in the course of the year, they will make small donations either for the purchase of library books, or to reward merit in the form of scholarship and good citizenship prizes. Some of the clubs sponsor informal dances, others assemblies. In this manner, the school becomes really the social center of the communal life of its pupils. It is kept alive and is

(*Continued on page* 160)

# Assembly Programs for January

C. C. Harvey
*Nyssa Public Schools*
*Nyssa, Oregon*

Recently the writer made a survey of theses which have been written on the subject of school assemblies. Sixty-seven such studies were found, the majority of which dealt with practices and procedures in secondary schools. No study has been made as the basis for a Doctor's dissertation, and almost all studies used the questionnaire technique for securing information.

Nine of the theses are dated 1940 or later. Doubtless these contain much valuable material which would be of practical use to schools. They may be borrowed from the institutions where they were written through the Inter-Library Loan System. The titles of those dated 1940 or later are as follows:

*Assembly Programs Based on Self-Expression*, by Gladys Blanner. Ed.M., 1940. University of Buffalo, Buffalo, N. Y.

*Junior High School Assemblies*, by G. Corley. M.A., 1941. University of Colorado, Boulder.

*A Survey of Auditorium Practices in the Covington Public Elementary Schools*, by Helen C. Kirsch. M.A., 1943. University of Cincinnati, Ohio.

*An Evaluation of Fifty Secondary-School Assemblies as Described in the Literature*, by Sallie Perrie Vivian. M.A., 1943. The George Washington University, Washington, D. C.

*A Study of the Effects of the War on the Assembly in the High Schools of South Carolina*, by Bruce V. Gressette. M.A., 1943. University of South Carolina, Columbia.

*Investigation of the Assembly Programs in the City High Schools of North Carolina*, by James Anthony Gerow. Ed.M., 1940. Duke University, Durham, N. C.

*The Educational Value of Assembly Programs in Elementary Schools*, by Joseph Ray Lamont. M.A., 1941. University of Southern California, Los Angeles.

*Assembly Activities in the Senior High Schools of California*, by Bella Ferrie Reid. M.A., 1940. University of Southern California, Los Angeles.

*Assembly Practices and Procedures in Eighty Texas Schools*, by Norman Adolph Billings. M.Ed., 1940. The University of Texas, Austin.

Although remarkable progress has been made in school assemblies during the past few years, much "pioneering" is still needed in this activity. The schools themselves can make further improvement by better organization and planning, and teacher-training institutions can make a big contribution by giving more emphasis to preparing teacher to sponsor assemblies. Is there a college or university in the United States which offers a complete course dealing with the school assembly?

## SUGGESTIONS FOR POSSIBLE PROGRAMS IN JANUARY

*January 7-11 — School Newspaper Assembly Sponsored by the Paper Staff, the Journalism Class, or the Quill and Scroll Society.*

There are a variety of devices and plans which could be used in presenting this program. It might emphasize the value and importance of the paper to the school, to the community, and to the students. It could be a demonstration of how the paper is produced. Another possible device would be for students to conduct a series of interviews which would reveal information about the paper and the significant part it plays in school life.

The war has broadened the scope and influence of school journalism, and the program could be designated to show projects it has sponsored or supported in connection with the war. The following summary of an article gives some ideas on what might be done:[1]

The student council president is in charge of the program, and presents the members of the newspaper staff. The editor-in-chief shows that the school paper is a huge, co-operative enterprise of the school. Organization of the staff, gathering of news, writing of news, arranging copy for the press, the actual printing, the distribution of papers, management of finance, and the like, make the paper the greatest single project in the school's activity program.

Next on the program is the assistant editor who explains the chief aims of the paper: unity and integration of school spirit; learning to read the newspaper intelligently; moulding student opinion on important school affairs; values in English; learning to work with others; supporting worthy movements in school and community; as a hot-bed for various school projects, etc. He explains the responsibility which goes along with a position on the staff. He explains the departmental system and the duties of editors of these special sections.

Departmental editors representing athletics, clubs, and class organizations, society and literary, present a discussion of their duties. A few special editors representing book review, cartoons, student opinion, chatterbox, and quizz columns explain their duties. The exchange editor explains the method whereby copies of the local paper are exchanged for other student newspapers. The business manager discusses how the paper is financed, methods of circulation, and advertising. Various aspects of news gathering, news writing, and printing are set forth by the proper representatives.

To be successful as a school journalist requires qualities of leadership and initiative. Those that

[1]Orlie M. Clem, "Getting Out the Paper," The Journal of Education, CXXI (April, 1938), pp. 121-122.

make up the staff of the school paper are among the most resourceful and talented members of the student body. Naturally they can be depended upon to come forward with a wealth of ideas for an assembly of this kind. In one school the paper staff secured the co-operation of the publisher of the community newspaper and gave a demonstration of various phases of journalism, from the gathering and writing of news to the distribution of the paper. It included editors at work in their offices, running down news, making interviews, soliciting advertising, taking photographs, and making cartoons.

*January 14-18 — An Assembly Featuring the National Debate Topic—Sponsored by the Speech Department.*

The statement of the debate proposition for the school year of 1945-46 is as follows:

RESOLVED: That every able-bodied male citizen of the United States should have one year of full-time military training before attaining age twenty-four.

This topic has been discussed widely during the past few years, and ample material is available on its various ramifications. A debate might be planned between two literary societies of the school, or the assembly might feature a contest with a team from a neighboring school.

In order to give variety to this program, it might be followed by an open forum on the topic. Another plan would be for the debaters, following the formal debate, to discuss questions from the audience in somewhat the same manner that a panel welcomes questions from the audience at the conclusion of the discussions among the members of the panel.

Another program which would be appropriate for this date would be a Thrift Week assembly for Franklin's Birthday, January 17. This could be given in the form of a War Savings or Bond Rally program. Possibly the logical sponsor of such a program would be the class in Economics. During the week, each homeroom might develop a thrift creed, and the one that produced the best one be permitted to read and discuss it before the assembly. In a number of schools, students have written and produced short plays on thrift. A short dramatic production on thrift, whether written by a student or selected from the many which are available, would add much interest to the program. A panel discussion on inflation would be timely and educative. Bond quizzes have been used in a number of schools.

*January 21-25 — An Exchange Assembly Program with a Neighboring School — Arranged by the Assembly Committee.*

Does your school exchange assembly programs with neighboring schools? If not, it is missing one of the best opportunities to enrich and vitalize its programs. A practice which has been growing in recent years is for schools in certain localities to form Assembly Leagues to exchange one or more programs during the year. When programs are exchanged, an incentive is provided for groups to make a greater effort.

It is suggested that during the third week in January programs be exchanged between schools in various localities. Almost any program presented earlier in the year, except those prepared in the observance of special days or events, would be appropriate. The type of program which seems to be most popular when presented at another school is the student talent assembly.

If the above suggestion does not fit into the plans and policies of the school, an orientation assembly might be appropriate. In most schools the second semester will start about this time, and such a program would serve an important purpose. As outlines for such programs have been given from time to time in this series of articles, the account of the orientation assembly held at the beginning of each semester at Woodrow Wilson High School, Washington, D. C., might be of more interest. The report was written by Miss Joann Young of that school, and is entitled "The Orientation Assembly at Woodrow Wilson High School":

What makes a new student at a big high school want to turn and run faster than anything else in sight? We believe it's the feeling of "How on earth is this place organized, how do I keep from losing my way around, who is who and what clubs are what, and will this building *always* look so huge?"

This is why at the beginning of each semester we have an orientation assembly for all new pupils in order to let them into the innermost secrets of Woodrow Wilson High School. For example, at an assembly held on February 9, with the president of the student council acting as master of ceremonies, the vice president of the council spoke on the activities of that body, including our Friday Nite Club dances and the plan for keeping the lunchroom clean.

Our school is organized on the "house" plan, with all student sections belonging to one of five "houses." Each house is named for a place important in the life of Woodrow Wilson. A student council member explained this system and showed its purpose in giving a feeling of solidarity within each house. Another important part of school life — the twenty-nine clubs and their place in Wilson life — was then discussed by juniors and seniors active in these groups.

The feminine listeners sat up and took notice when the subject turned to girls' sports. The different tournaments and the letter awards assemblies were described. Both masculine and feminine listeners became alert when a member of the football team took over boys' sports. He talked enthusiastically of track, football, baseball, and basketball.

A tall boy in a Cadet Corps uniform rose and urged new members of the school to come out

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Box 312 - LOGANSPORT, IND.

for the Corps. He told of the competitive drills, the thrill of winning honors, and the dances sponsored by the cadets.

After that, the editor of the school newspaper put in plugs and described the three school publications — the Handbook, the Yearbook, and *The Wilson Beacon.*

One of the boys prominent in dramatics told the new sophomores where and when to go for try-outs and spoke of the outstanding dramatic events of the school year, the play presented each spring, etc. Music activities were discussed by a young soprano of the Glee Club.

The program closed with the school song, "Sons of Wilson," and several tricky cheers led by our yell leaders. Everyone went out smiling to his first period classes — looking not quite so uncertain as before. After all, nothing could scare them — now that they knew what to expect.

*January 28-February 1 — Forum or "Town Hall Meeting of the School" — Sponsored by the Senior Class.*

For the assembly to be presented during the final week of January, a forum or "Town Hall Meeting of the School" is proposed. This would fit in with the tradition which many schools have of scheduling a program in January to be sponsored by the senior class. An appropriate and timely theme or proposition for this discussion has been suggested by Miss M. Frieda Koontz, Secretary of the Virginia Student Cooperative Association: namely, "The Student's Part in Establishing and Maintaining a Just and Lasting Peace." This topic should stimulate thinking and vigorous discussion. The importance of students becoming conscious of their part in establishing and maintaining a just and lasting peace needs no comment.

Miss Dorothy Lovell, who teaches in Dexter, Michigan, has suggested an assembly on mathematics which some schools might find of interest. It seems that such a program would be appropriate at any time; but if it were presented in January, greater variety would be added to the types of programs on the schedule. The outline of the suggested program follows:

A boy walks on the stage, looking very disgruntled and bemoaning the fact that he has to study mathematics — the use of which he cannot see — waste of time, in his estimation. There appears before him an elderly man dressed in the costume of the Ancient Babylonians. He asks the boy if he did not just then hear him "wailing" mathematics. The boy looks at him curiously and replies that he can't see anything in the old stuff.

"Old it is," the man agrees. "Do you know how old?" The boy admits he does not, and the old man proceeds to tell him some of the mathematical dates, identifying them with well-known periods in history, and explaining the derivation of the words "algebra", "geometry", etc. He tells the boy that mathematics is not the invention of any single person, but the product of many lands and the common possession of all mankind. As he gives each date, a student or group of students depict the event for the boy! e.g.:

1. Ancient barbarians counting on their fingers — counting by 10.
2. Dark-skinned natives counting on their fingers and toes — counting by 20's.
3. Babylonians counting by sixties — dividing up circle into 360 degrees. (Using blackboard at back of stage.)
4. Romans using their numerals — show how hard to divide by.
5. Arabs introducing the Hindu numerals—easier than Roman numerals to use in trading.
6. Egyptians in 1400 B.C. measuring the land after the annual overflowing of the Nile — beginning of geometry.
7. English scholars of the 16th Century writing Ancient Babylonian and Egyptian problems in modern algebraic notation. Ancients used algebraic method to solve problems that would be considered too difficult for the average student in modern high school, but they did not write them as we do.
8. Thales, one of the Wise Men of Greece, in 600 B.C., while visiting Egypt, sees the great pyramid and wishes to measure it. He does so by measuring its shadow and the shadow of a stick he holds upright, and by comparing the two — such measurements led to trigonometry.

After each character or group leaves the stage,


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the old man turns to the boy, who has stood looking on with interest at the scene just depicted, and asks sternly: "And I don't suppose you use anything like that today?" The boy squirms and admits that we do and gives examples: e.g.:

1. Our money system is based on 10 — 10 pennies in a dime, 10 dimes in a dollar, etc. The decimals are "tens", too — and also mills in which taxes are computed.
2. The quotation, "Fourscore and seven years ago . . ."
3. System of time — 60 seconds in a minute, 60 minutes in an hour.
4. Use of Roman numerals for designating chapters, in outlines, etc.
5. Boy recalls the surveyors he had seen at work the day before, and the blueprint of the house his parents had built.
6. Boy demonstrates how much easier it is to use Arabic numerals than Roman numerals in deciding each of group of five boys' share in the expenses of a trip.
7. He decides there are a lot of problems much easier to solve by algebra than by arithmetic — demonstrates, getting all involved in a mixture or time problem.
8. Recalls how his Boy Scout troop measured the distance across a river in almost the same way Thales measured the pyramid.

The boy ends by saying, "Gee, it would be sorta bad without any mathematics, wouldn't it! I'd walk down the street — but the street would not be there — the contractor couldn't measure the material to go into it, and if he got it mixed up by chance, he would have no way of laying it out straight. I'd walk along and if I met my friend Jack, I couldn't say, 'Hey, what time is it?' for there would be no way of measuring time."

As he talks he walks across the stage and meets his friend and they try to estimate the time by the non-existent sun, and go on to carry on a conversation supposing that there is no mathematics in existence. The old man leaves chuckling. They talk of Jack's mother who is ill but the doctor can't tell how ill, as he has no way of taking her temperature, nor can he prescribe medicine as there is no way of measuring it. He thinks she is getting thinner, but he cannot weigh her.

They continue so, talking to other students who come in until the whole situation is so ridiculous that the audience is laughing uproariously. The boys laugh, too, and the first boy comes to the front of the stage and says to the audience, "And I thought we could get along without mathematics!"


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# News Notes and Comments

## The "Average" Los Angeles High School Paper

A study made by Ted Gorgon of Bell High School (Los Angeles) shows that the average secondary school paper in the Los Angeles city schools is a four-page, five column weekly, distributed on Fridays just before or during noon in a three- or six-year school to 1,700 of the 2,000 students who have paid 25 cents per semester, probably with Student Body Tickets, for subscriptions.

The staff consists of 18 members enrolled in Advanced Journalism II, III with the editor having been chosen by the adviser, a woman teacher who has been in charge for seven years after having been appointed by the principal on the basis of her previous college newspaper experience. She also teaches a beginning journalism class and either two or three English classes, usually not alike.

Printed in the school's printshop, the issue cost $30.00 with revenue coming from advertising at 40 cents per column inch. The paper just makes ends meet, any slight surplus going into the general student body fund.

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*The Kansas High School Activities Journal* recently published an item telling of Dwight D. Eisenhower as a member of the Abilene High School football team in 1910 and showing a photograph of that team.

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The National Conference of Christians and Jews announces the 13th annual observance of national Brotherhood Week to occur February 17-24, 1946. The theme is: "In Peace as in War—Teamwork." Program aids for use in schools and colleges may be secured by writing to the National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, New York. Materials are adapted to age levels in the schools. Plays, comics, posters, book lists and other types of literature are available.

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Unofficial announcement has been made that the Southern Association of Student Government will reconvene at Little Rock some time in March or April.

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National Recreation Congress will be held at Atlantic City, January 28-February 1, 1946. Information from National Recreation Association, 315 4th Ave., New York 10, New York.

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## High School Fights Secret Societies

White Plains, N. Y. — Frank H. Nye, principal of the White Plains High School, said that 212 of the 1,655 pupils in the school had declined to sign pledges repudiating present or future membership in fraternities, sororities and other organizations that possess selective membership.

The Board of Education, opposed to the groups since the suicide three years ago of a sorority girl, had requested the pledges. By order of the Board, Mr. Nye explained, the 212 pupils will be excluded from athletics, school-sponsored clubs, and other extracurricular activities. There will be no curtailment, however, of their studies.

Among the pupils withdrawing from the sororities and fraternities, Mr. Nye said, were nineteen members of the football squad and several officers of the school's general organization.—*Journal of Education.*

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## The Continuing Need for Clothing For Overseas Relief

By Christmas approximately 25,000,000 children, men and women in the liberated countries overseas will have received clothing donated by the American people in the United National Clothing Collection of last spring. But 25,000,000 is only a small percentage of the destitute, homeless and looted people of Europe, the Philippines and the Far East.

Devastation and want in those lands are on so vast a scale as to be almost beyond comprehension. Millions there are even now inadequately clad for winter weather, for health and for self-respect. It is estimated that in China alone 200,000,000 people need clothing.

Among these threadbare millions, there are people of every age and from every walk of life — new-born babes, school boys and girls, aged farm couples, the village choir master, the woman who went out sewing, office clerks, doctors, teachers, young mothers, sick and fear-haunted ex-prisoners of war, the nearly hopeless wrecks from slave labor camps, and even newly elected big city officials. Most of them live and work in unheated rooms, for fuel, too, is still acutely scarce.

In the bomb-gutted, ruin-strewn lands, peace alone could not bring an end to the war-created shortages in raw material, yard goods, clothing, shoes and bedding. The shipments of clothing that Americans donated were not nearly enough to go around. Yet as these war-sufferers try to rebuild their factories and their lives, they need clothes for courage, protection and survival.

These people are not asking you to give them Utopia — but only serviceable things like your old coat — the one with the frayed edges but a warm lining, or the baby blankets so long stored away. Without the help of these people you and I will never get even an approximation of Utopia. Without their help, there will be no peace for our children.—Victory Clothing Collection, 100 Maiden Lane, New York 7, New York.

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The University of California and the Holly-

wood Writers Mobilization are jointly sponsoring a magazine to be devoted to all aspects of so-called mass media of communication — radio and motion pictures — with particular reference to their role in our society, their use in education, etc.

This magazine will be a quarterly of the professional type, containing articles which are interesting and authoritative. Books will be reviewed, motion pictures and radio programs will be commented on, and the technological aspects of radio and motion pictures will receive attention. So far as is known no journal of this sort has ever before been attempted.

The Editorial Office is at 350 Royce Hall, University of California, Los Angeles 24.

## Approved Contests

A number of national student contests have been approved by the Committee on Contests, Festivals, and Tournaments of the National Association of Secondary School Principals.

The following contests have been approved by the national body:

National High School Art, Literature and Music Contest: Scholastic Magazine, 220 East 42nd St., New York 17.

National High School Competition in Art: Kansas City Art Institute, 4415 Warwick Boulevard, Kansas City 2, Missouri.

National Essay Contest: Ladies Auxiliary of the Veterans of Foreign Wars, 407 West 34th St., Kansas City, Missouri.

National Student Contest: American Association for United Nations, 45 East 65th St., New York 21, New York.

Ninth National High School Oratorical Contest: The American Legion, 7777 North Meridian St., Indianapolis, Indiana.

Pepsi Cola Scholarships: National Administrative Board, Pepsi Cola Scholarships, 632 Emerson St., Palo Alto, California.

Science Talent Search: Science Clubs of America, 1719 N. St. Northwest, Washington 7, D. C.

Tenth Annual Essay Contest: National Graphic Arts Education Association, 719 Fifteenth St. Northwest, Washington 5, D. C.

Poster Contest: American Automobile Association.

Essay, Story, and Poetry Contest for Students: Atlantic Monthly, 8 Arlington St., Boston, Mass.

As a result of the abandonment of the use of high school credits as a basis for admission to the University of Chicago, more than 100 out of 800 entering students were able to advance beyond the level indicated by their official school records. A battery of placement tests was given new students, 370 of whom had not completed high school. Tests covered English, the humanities, and the physical and biological sciences, including American history. Requirements for the bachelor's degree are met by passing comprehensive examinations in the fields of knowledge represented in the placement tests. The


*Meet*

Dr. Ruth Strang — *Reading Clinic*
E. W. Dolch — *Spelling*
Dr. Ruth Grout — *Health*
Merrill Hartshorn — *Social Studies*
Dr. Hymen Alpern — *Textbook Makers*
Hardy R. Finch — *Books*
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*columnists in*

**Secondary Education Magazine**

Recent contributors to *Secondary Education* include Holland D. Roberts, Mortimer Adler, Algo D. Henderson, Harl Douglass, Edgar Dale, Charles E. Bacon, W. Wilbur Hatfield, J. C. Tressler, A. L. Knoblauch, Holger Van Aller, Gustave Schwamm, C. C. Harvey, Henry S. Canby, John Mulligan, Paul DeKruif, John E. Dugan, and Terry Ramsaye.

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same tests are being given to servicemen entering the college so that they may receive full recognition for their knowledge and training, regardless of their formal education.—*Journal of Higher Education.*

## Schools Having Lunchrooms May Not Sell Soda Water And Candy

Schools receiving Federal assistance in the school lunch program may not sell soda water, candy and similar items, it was recently stated by Hillman Moody, State Director of the War Food Administration, in a letter to State Superintendent of Public Instruction Clyde A. Erwin.—*North Carolina Public School Bulletin.*

More than 3,000 teen-age centers serving about a million boys and girls have sprung up all over the United States since the start of the war, according to a survey made public today by the Federal Security Agency's Office of Community War Services. The report indicates that most of these clubs were initiated by resourceful teenagers themselves, many are self-operated, and in some cases are financed by the juniors. In issuing this Nation-wide survey, Acting Federal Security Administrator Watson B. Miller pointed out that fun and constructive activities for young people have proved as much of a war problem in the Nation's boom towns as the recreation needs of soldiers and war workers.

Helpful information for those interested in the occupation of the Veterans' Counselor will be found in a six page leaflet just published by Occupational Index, Inc., New York 3, N. Y. Single copies are 25 cents, cash with order.

## Introducing A New Editor

Scholastic Editor's swivel chair is occupied by a new editor—Glenn Hanson, for the past two years assistant director of the National Scholastic Press Association. He succeeds Berneice Schlemmer Kelly, who leaves this post with the best wishes of the many friends she has made during her years of association with the school press.

The American Red Cross announces the publication of a new "First Aid Textbook". For complete information, write National Headquarters,, American Red Cross, Washington 13, D. C.

Education is the key to this whole jigsaw puzzle. For unless we can upgrade the capacity of all our people, both the youth and the adult of today, we cannot hope to succeed against the odds we face tomorrow.—*Thomas C. Boushall, chairman, Committee on Education, Chamber of Commerce of the United States.*

# From Our Readers

Editor, *School Activities*:

We are trying to locate a book of mottoes suitable for use in high school. Do you know of any such publication?

Sincerely yours,
MAXINE BOYER
Cardington High School
Cardington, Ohio

**Our best guesses are "Putnam's Complete Book of Quotations, Proverbs, and Household Words," and "Forty Thousand Quotations." What are yours?**

* * *

*School Activities* Magazine:

Please send me, or give me any information you can, as to where to find models of high school creeds. Also information concerning a formal flag ceremony for high school assemblies.

Very truly yours,
MERI IANTHA GLASS
1123 East McLagon St.
Okmulgee, Oklahoma

**How about sending yours to Miss Glass?**

* * *

Editor, *School Activities*:

Our student council is at the present time interested in the formation of a student court to aid in the solving of our school problems.

We should like to obtain information directly from schools which have, or have had, student courts. Do you have a list of such schools?

Yours truly,
HAROLD SKILLRUD
The Technical High School
Saint Cloud, Minnesota

**We sent him a short list. But we know that he would be interested in your court. You "got your start" from the experience of other schools, so why not help this school to "get its start" from yours?**


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# How We Do It

C. C. HARVEY, *Department Editor*

CONTENTS FOR DECEMBER:

**Some Outstanding Activities of Evanston Township High School**
**Office of Student Activities**
**The Central Treasury**
**How Our Activities Are Financed**
**Magazine Sales Campaign**
**Lunch-Hour Plays**
**Homeroom Councils and Central Council**
**The Evanstonian**
**Victory Corps**
**The Quadrangle Boys' Club**
**The Pentangle and Trireme — Girls' Clubs**
**Girls' Health and Physical Education Activities**
**Boys' Health and Physical Education Activities**
**Musical Activities**
**Horticulture**
**Auto Mechanics**

## SOME OUTSTANDING ACTIVITIES OF EVANSTON TOWNSHIP HIGH SCHOOL

In October of the current school year this department departed somewhat from the usual procedure and published descriptions of several group activities and extracurricular projects carried on in schools of England. Another innovation has been tried this month.

The fourteen articles for this issue deal with activities, practices, and student organizations found in one high school — that of the Evanston Township High School, Evanston, Illinois.

No attempt has been made to present a complete picture or discussion of the total activity program carried on in that school, but the aim is rather to give brief descriptions of some of its interesting or outstanding aspects. *The Pilot,* student handbook, mentions dozens of unique activities in the school which are not covered in these articles. Such groups as the Aeronautics Club, the Student Forum, International Round Table, Writers' Club, Camera Club, etc., have especially interesting features but could not be described, due to lack of space. Such practices as the Merit System, which is used in the school elections and the Student Aid and Placement Bureau, were also omitted. The Office of Student Affairs, the Central Treasury, and some of the practices which are described in the articles, are extremely unusual.

To Dr. Francis L. Bacon, Principal of the High School and Superintendent of the Evanston Public Schools, we are indebted for arranging for the articles to be contributed. Credit is due Miss Martha Gray, Chairman of Student Activities in the Evanston Township High School, for supervising the writing of the articles. The articles were written by various members of the high school faculty and student body under Miss Gray's direction.—C. C. HARVEY.

## OFFICE OF STUDENT ACTIVITIES

The hub of Evanston Township High School is the Student Activities Office, where desk space and regular consultation hours for student leaders, two full-time secretaries working in a fully-equipped business office, an office for the faculty chairman of student activities, and a conference room for meetings are available.

The conference room serves the double purpose of meeting place and alumni center. Interested alumni have made possible the installation of flourescent-lighted glass cases, which serve as exhibition locations for historical material connected with the school's sixty-three years — photographs, newspapers, books and music written by alumni. The room is hung with paintings done by alumni artists and with photographs of buildings planned by former students who are now prominent architects. There are frequent additions to these collections, which serve as a source of interest and inspiration to the high school students.

The business office is the headquarters for the Magazine Sales project, the Budget plan (activity tickets), the school's Central Treasury, and for the various scrap and salvage collections connected with the work of the Victory Corps. At one time during the year, the offices were piled high with 12,000 magazines ready to go to the servicemen's hospital. Then came piles of warm clothing for the children of liberated Europe — 750 pounds of garments.

Students assume responsibility more fully when their work is centralized and dignified in a business-like environment which is equipped and maintained through their own efforts.

The office is a large room (twenty-five by forty feet) with heavy linoleum floor covering, an insulated ceiling, and partitions of oak paneling, the latter handsomely finished in our wood-working shop. The cost, ($1,500) amortized over a period of years, was met by the various organizations which use the room. Salaries of clerical help are paid in part by profits from the annual Magazine Sales campaign.

## THE CENTRAL TREASURY

The Central Treasury of Evanston Township High School, which functions as a bank within the school, combines the funds of approximately eighty school clubs and organizations, having a total of transactions amounting to approximately $130,000 during a school year. A strict business procedure must be followed by all groups connected with the Central Treasury Office.

The school store operates in close conjunction with the Central Treasury and serves as the depository for all student collections—ticket sale for school functions, budget collections, maga-

zine subscription sales, and various student assessments.

Deposit tickets are issued by the Store Representatives for all funds deposited, and a copy is given to the depositor as his receipt. Another copy is sent to the Central Treasury Office and is recorded as a credit to the organization.

When funds are to be withdrawn, a form known as an order-to-pay is made out and signed by the faculty sponsor. Such orders must be substantiated by invoices or receipted bills covering the amounts requested. Checks are issued and mailed by the secretary in Central Treasury, and the organization account is charged for the amounts so expended.

Complete records covering all account activities are kept in the Central Treasury Office, and monthly reports are made to the organizations participating. Student treasurers are also required to keep simple account books showing receipts and payments made by their own group. These books are checked periodically by the school auditor.

By having individual records kept by student treasurers, and the general records kept by the Central Treasury secretary, a double check is exercised over all student activities accounts.

## HOW OUR ACTIVITIES ARE FINANCED

It is important that high school activities have sufficient funds for proper programs and that each student be able to participate at small cost to himself. An unique plan has been devised whereby Evanston Township High School student activities are financed at very little cost to the student.

The plan is unique in the sense that almost all of our student activities are included in one payment of $2.50. We call it the Budget Plan, and veryone who purchases a Budget ticket receives a great bargain. For the $2.50 a student receives a value of about eleven dollars. He is admitted to all home football and basketball games; he receives a copy of the *Pilot* (our handbook published every fall); a subscription to *The Evanstonian* (our weekly newspaper), a copy of our Yearbook, club dues, and discounts on various other events.

The student contribution through the purchase of the Budget ticket is supplemented by funds from our Magazine Sales campaign and our cafeteria profits. This combined fund finances the entire athletic program, the publications program, school clubs, and various other activities that come up from time to time. Since Budget ticket receipts are supplemented from other sources and since a large percentage of the student body and faculty (over 91 percent last year) purchase Budget tickets, the price is kept down. This low price encourages students to attend football and basketball games and to read the school publications. A student need not shy away from school life when his activities ticket is so inexpensive.

The Budget Plan is managed almost entirely by a student staff with only one faculty sponsor assisting them. The students on the staff get valuable experience in management and salesmanship as well as accomplishing a goal that is essential in life. The staff is headed by an all-school manager, who is selected on the basis of merit applications each spring from the junior class, so that he may learn his routine duties in the spring in order to start out immediately in the fall. A publicity manager and three floor managers, along with the publicity staff and homeroom managers, are selected in the spring also.

Extensive publicity is given in the fall for the sale of Budget tickets during the special two-week selling period, although tickets are sold throughout the entire year. Posters, speeches, and skits are important, but the homeroom manager is the most important cog in the selling system. The Budget Plan provides the funds that make the activities of the school possible.

## MAGAZINE SALES CAMPAIGN

Top ranking school in the United States in magazine subscription sales! Such is the record of Evanston Township High School, with receipts of $51,576.18 for a one-week extensive campaign. The causes behind the success of this campaign are many and varied, such as:

1. The student staff is extensive and well organized. In this school where the enrollment was 2,736 during the November, 1944, campaign, there were 2,227 student salesmen organized by range captains, by homeroom managers, by general managers, and topped by a student director.
2. There is keen competition among the homerooms, each room having its traditional rival.
3. Daily progress is marked on various postergraphs located in the lobbies.
4. Students know that this year approximately $4,000 in profits was pro-rated to the homerooms, with a like amount allocated to all-school activity funds.
5. Attractive prizes help to provide motivation. War Stamps, merchandise, certificates, and an extensive variety of other prizes cost $4,100 this year. Prizes were awarded on a point basis, the winner making his own selection.
6. The faculty sponsor is a dynamic individual who understands the psychology of sales promotion.

There is much to be said in favor of a school-sponsored magazine sales campaign. It provides salesmanship opportunities and business training for the many participants; it unifies the student body; it keeps a considerable amount of money in the local community instead of it being taken out by non-resident agents; and finally, it provides financial support for student activities through the efforts, rather than through the purses, of the students. When such a sales campaign is well-organized and brought to a rapid conclusion, it has many benefits. The students

of the school are justifiably proud of their achievements in magazine subscription salesmanship.

## LUNCH-HOUR PLAYS

A somewhat unique feature of the Evanston Township High School drama department is the program of plays presented during the lunch periods. These one-act plays are presented in the last twenty minutes of each lunch period, and as there are three lunch periods, this procedure means three repetitions of the show within two and a quarter hours.

In the average year's program, including perhaps a dozen productions, many students, who, because of lack of experience or ability do not participate in the school's major productions, are able to act or do technical work on a production that is actually presented before an audience. The plays also provide valuable training for students who will later take part in major productions.

Since the student body is primarily in search of relaxation during the noon hour and thus shies away from anything that smacks of mental effort, the plays lean heavily toward light farce and comedy, with change of pace provided by an occasional melodrama or variety program. Budding playwrights often have the thrill of seeing their original scripts in full production.

The plays are sponsored either by the junior-senior or freshman-sophomore drama club, and the entire cast is drawn from the group in charge, so that the levels of experience are clearly defined, and a neophyte never suffers a comparison with a veteran.

The plays are well-attended — the average audience for the three periods runs well over 700 — and they provide an excellent source of revenue for the improvement of drama facilities.

This unique plan is truly of value to the student on both sides of the footlights, providing one with entertainment and the other with an unforgettable in the magic realm of the theater.

## HOMEROOM COUNCILS AND CENTRAL COUNCIL

"Student participation in school government to as great an extent as the student body is willing to assume that responsibility" is the principal aim of Evanston Township High School as far as student government is concerned.

Every year a council is elected in each of the homerooms by the students in the respective rooms. This council gives special consideration to questions and problems regarding the room itself. If the problem is still broader, it goes to thee Central Council for all-school consideration. The Central Council is comprised of the junior and senior presidents and an appointed councilman from the junior-senior homerooms, and the president and vice-president from the freshman-sophomore homerooms. The thirty-two members thus comprise sixteen upperclassmen and sixteen underclassmen.

In reverse action — new business coming to the Central Council is taken to the various homeroom councils for further attention. Typical problems brought up in the Central Council last year were: noon-hour dancing, fostering school spirit, better relations with neighboring schools, and good conduct on the campus.

The Central Council does not "run the school," but simply acts as a medium between the students and faculty in the regulation of high school life. Its purpose is to solve, or at least to recognize and be sympathetic with, the many problems arising between administration and students, faculty and students, and among the students themselves.

## THE EVANSTONIAN

*The Evanstonian*, the weekly student newspaper of Evanston Township High School, combines both training and practical experience to produce a publication worthy of "Pacemaker" rating by the National Scholastic Press Association for the fourth consecutive year. This honor places *The Evanstonian* among the top eleven high school newspapers in the nationwide competition.

*The Evanstonian* is edited by students who have received training in English-journalism classes. These courses, open to juniors, prepare students for editorial positions in their senior year. Try-outs for the staff begin in the latter part of the school year. Candidates for editorial positions actually assume control of the paper near the end of the year under the guidance of the senior editors. Their success is measured by a vote among their classmates which forms the basis for selecting the new staff. The last two issues of the paper each year is published entirely by the neophytes. This arrangement assures a semi-trained staff for September.

The staff is divided into five main divisions: the editorial staff, and the news, feature, sports, and copy desk editors. Under these are the department heads who direct the various "beats" — six in all — that actually find the news. Under each departmental editor are several reporters who do the news gathering.

At a meeting of the editors held before school every Tuesday, assignments are made and posted on the class bulletin-board with deadlines indicated. Copy is sent to the printer in two installments — Friday and Monday afternoons. The paper is "dummied" on Tuesday, and comes

UNIFORMS
New Style Book showing Uniforms IN COLORS. Also special designing. Wonderful line of samples. Write us first.
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out on Thursday for distribution during the noon-hour.

## VICTORY CORPS

Under the leadership of the Victory Corps, student organizations and groups throughout the school have joined in sponsoring campaigns and activities in support of the war effort. Scrap and salvage, physical fitness and health, war savings, and hospital work are some of the fields of service open to students.

Immediately after Pearl Harbor, the students of Evanston Township High School formed a War Activities Committee to promote student contribution to winning the war. This Committee was later changed into the Victory Corps when the high school became a member of that national organization. The presidents or chairmen of thirty student organizations and groups, under the leadership of the Director, comprise the executive committee of the Victory Corps.

Among the activities of students which contributed to the war effort last year, the following are representative: $55,000 and 98 per cent weekly participation in War stamp and bond sales; 12,000 magazines for veteran hospitals; $600 for the Red Cross, and $500 for the War Chest collections; fifty-five bags of clothing for the children of liberated Europe; and 2,700 books for the USO.

## THE QUADRANGLE BOYS' CLUB

Membership in Quadrangle is automatically extended to all boys of Evanston High School, but only those who subscribe to the school Budget Plan are eligible to participate in the club elections each spring. As approximately 85 per cent of all students are Budget ticket holders, practically all boys are active members.

The principal source of revenue for the club is its share in the Budget, and in this light, Quadrangle becomes very much a service organization. Through school service, the club succeeds in carrying out its main objectives, which are: unifying the boys of the school; directing their combined activities toward service to the school; serving the community; and developing friendliness among club members.

The directing officers of Quadrangle are the president, first vice-president, second vice-president, recording secretary, corresponding secretary, and treasurer; also each homeroom in the school is represented by one member who serves on the Quadrangle board. This executive group meets regularly each month, and oftener when necessary. The three standing committees of the club handle publicity, programs, and amusements.

The Quadrangle officers are elected each spring so that the new boys may gain experience in handling their positions through personal assistance from the older officers. The elections are organized and run by the retiring executive board in co-operation with the club sponsors.

The responsibility for the club's main events of the year is divided equally among the officers — each boy handling a special event. For instance, the Quadrangle dance in the fall is usually run by the treasurer; the Awards Night at the end of the football season, by the recording secretary; and the organization of the hall guards is handled by the corresponding secretary. In this way, all the officers receive valuable training in the organization and planning of an important activity, and the Quadrangle duties are efficiently performed.

After the war began, Quadrangle has assumed even more of the position of a service organization. Its members canvassed every block in Evanston to assure a successful local salvage drive. Also, the club assisted in the distribution of 19,000 cards concerning the Russian War Relief Drive. In these ways, Quadrangle has taken its place beside the other organizations of the school in being capable of greatly aiding the war effort in addition to achieving its pre-war goals.

## THE PENTANGLE AND TRIREME — GIRLS' CLUBS

Evanston Township High School, with its 2,800 students, is faced with the big problem of getting girls acquainted — a problem that increases with the size of any school. The two


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**SHORT COMEDIES FOR GIRLS AND WOMEN**, by Anna Lenington Heath. A group of five unusual plays which require no special set or costumes. Full of clever lines and good situations. Price 60 cts.

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girls' clubs, Trireme for freshmen-sophomore girls, and Pentangle for junior-senior girls, represent our effort toward solving this problem. All the girls in the school automatically belong to one or the other of the clubs, but executive boards, made up of two representatives from each of the eleven homeroom groups, provide the leadership. The girls not only get acquainted, they pitch in and work together in many ways.

Pentangle and Trireme serve tea in the front lobby twice a week after school; cake, sandwiches, and tea are offered for a small price to all comers. The lobby, with its great fireplace, is a favorite gathering place for both teachers and students. Both clubs work together — sometimes with Quadrangle — on drives. Last year they sponsored two clothing drives for overseas relief and they also collected a great number of books. Then, too, the clubs have scheduled a tea where Evanston girls will get together with the girls of neighboring high schools, and thus make new friends with their rivals. In addition to projects, club meetings help to give the girls a sense of belonging.

Trireme girls make small orange-and-blue felt pennants to sell before basketball games. These pennants pinned to coats and jackets add to school spirit and also help to fill the treasury.

When the local hospital was short of help last year, Pentangle girls found jobs making gauze sponges. Everyone was invited to come after school to make sponges while they listened to music. At Christmas time, girls had lots of fun buying and wrapping presents for underprivileged children who had to spend Christmas in a hospital ward. During every period in the day, Pentangle girls are assigned to lobby duty outside the main office. They deliver messages to the classrooms and act as hostesses for the school. The five junior-senior homerooms take turns at a week's service.

Pentangle also sponsors an annual "turnabout" dance in the hall. Last year it was called the Peppermint Prance. (The year before it was called the Paper Doll Prance.) The dance was the largest source of income for the club. The girls did the advertising, the decorating, put on the floor show, and then bought the tickets and took the boys. This has always been one of the most popular social events of the school year.

Both Trireme and Pentangle worked hard last year, but new friends and a feeling of accomlishment were sufficient reward for their efforts.

## GIRLS' HEALTH AND PHYSICAL EDUCATION ACTIVITIES

In furthering the aim of the Health and Physical Education Department, to develop and maintain the highest possible degree of physical efficiency as determined by each student's physiological capacities, extensive dental check-ups and tuberculosis tests are conducted at the Evanston Township High School each year. In the girls' department, a regular program of health education is conducted for freshmen and sophomores; a Red Cross First Aid course for the juniors, and a Red Cross Home Nursing course for seniors are offered.

For emergencies which occur in the school, a regular health service is maintained. This service is not only for treating minor injuries, but it also makes a check on the health of each student and gives advice on any health problem which arises.

In addition to the regular class activities for girls, an extensive extracurricular sports program is sponsored by the Girls' Athletic Association. The individualized social activities of archery, tennis, badminton, and golf appeal to a great many, as do tumbling, and the team activities — hockey, speedball, basketball, volleyball, and softball. In these group activities, there is intra-mural competition, and since every girl has an opportunity to play on her homeroom team, good-natured rivalry is aroused within the school. Called minor sports, hiking, bicycling, and table tennis are emphasized by the G.A.A. because they recognize the importance of regular physical activity in daily life.

Clubs are not neglected either — for there is the Saddle Club, the Bowling Club, and Girls' Drill Corps. Once a week, instruction is offered to girls who are interested in riding. Classified according to ability into one of five divisions, the girls compete in the annual spring horse show. The Bowling Club, which is divided into fourteen teams of five girls each, is run on a competitive basis with each team playing another every week. After thirteen weeks of fun, and the development of bowling skills, awards are made to the members of the winning team, and to the girl with the highest average. Established for girls interested in military service, the Girls' Drill Corps, founded shortly after the United States entered the war, develops mental alertness, obedience to command, and physical fitness.

Letters, a means of personal recognition, are presented girls who participate in one season of any sport; major awards, to those who show sportsmanship and a true interest in the G.A.A. activities. A trophy, the Girls' Athletic trophy, is presented each year to the girl of the senior class who has "proved herself an outstanding athlete, and a good leader, as well as a leader for good."

Helping to carry out the extensive physical fitness program are two honor groups — the junior and senior leaders, who are chosen on the

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basis of their interest, skill, leadership, dependability, and efficiency. Junior leaders, sophomore girls, learn the details of timing and scoring; while the senior leaders, junior and senior girls, receive training in refereeing and umpiring tournament games. Assisting the teachers in physical education is also a duty of a senior leader. This training has proven invaluable to those interested in entering the physical education field.

## BOYS' HEALTH AND PHYSICAL EDUCATION ACTIVITIES

In the boys' department there is also an honor group called the "E" Club. The activities of this group, open only to those boys awarded Major E's for participation in inter-school sports, consist of helping at athletic events, participating in administration of athletics, and fostering good sportsmanship and the proper school spirit among all the students. The Major Varsity E award is presented by the coach to boys deserving it through determination, desire, character, emotional control, and mental ability. To the best all-around male athlete who has demonstrated the most desirable qualities, a trophy is presented annually.

Athletics for boys are divided into two groups — intra-mural sports, and inter-scholastic teams. Intra-mural activities, managed by homeroom representatives who discuss rules, present homeroom announcements, and officiate, include touch-football, tennis, handball, basketball, badminton, softball, bowling, track, and swimming. These sports provide an opportunity for a boy to participate with his classmates regardless of his ability. The inter-scholastic program is made up of football, basketball, track, swimming, baseball, tennis, and golf. Being a member of the suburban league, Evanston Township High participates in many tournaments and contests in which the teams have often won honors.

The Boys' Military Training Corps, an alternate course for boys' physical education, is especially valuable now in preparing boys for military service. Corps cadets study discipline, posture, marksmanship, drill, and the fundamentals of military tactics. During their first three years they serve as staff sergeants, guidon bearers, guides and runners; and as seniors, they serve as instructors, class commanders, and committee heads. Special organizations of the Corps such as the Rifle Team and the Drill Team offer special military training. Helping the war effort, cadets assist once each month to drive the scrap collection trucks in Evanston.

Both boys' and girls' departments give demonstrations twice each year to show the work the school is doing in its daily physical fitness program. Some samples of the activities are: rhythmic gymnastics, reaction drills, balance beam, combative and ranger exercises, and competitive sports. These show the well-rounded program the school has developed for the physical welfare of its students.

## MUSICAL ACTIVITIES

Most musical activities in Evanston Township High School are a direct outgrowth of class work. This includes choruses, orchestras, bands, music appreciation, harmony, voice, piano, and lessons in all orchestral and band instruments.

The climax of all musical activities is the annual Music Festival, which includes two concerts given by all the music organizations. This activity is sponsored by the High School and the Parent-Teacher Association. It is one of the most important musical events in the city.

The annual Opera is the next outstanding event. This is obviously more selective in its production, but is of great interest to the entire school and community.

An A Capella Choir, a Girls' Choir, the Madrigal Singers (a group of girls), the Mastersingers (a selected group of junior and senior boys), the Troubadors (a group of sophomore and freshmen boys), and the Freshman Choir are organizations which have grown out of the regular choral classes. All of these organizations are selective as well as elective; they meet before and after regular school hours; they carry no credit. These smaller organizations give a number of performances for homeroom programs, for parties, and for clubs and other organizations in the city.

A number of small instrumental groups are the outgrowth of the orchestras and bands. These groups operate in a manner similar to the choral groups. There are a number of student dance bands among the members of the orchestra and bands. The soloists who are the product of the voice and instrumental classes are in constant demand for many programs in the school and in the community.

The Musicians' Club is composed of all members of the Music Department. It is sponsored by a faculty member. The programs are planned well in advance and are designed to give opportunity for performance to many students. The club also sponsors programs of more advanced musicians for the benefit of the Music Department and the school.

It is the ambition of the Department and the High School to attempt to give music to as many students as can be reached, because we believe that music makes the world a better place in which to live, and that the experience of participation in musical activities assists a person

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### HORTICULTURE

Spring is the season of intense activity for the young horticulturists of Evanston Township High School. Some repair flats, others screen or sterilize soil, still others sow seeds and several are transplanting young seedlings into roomier flats or outdoors into the cold frames. Thousands of vegetable and flower seedlings are sold annually. Others are planted or sown in the school gardens and will later be sold by the pound, bunch, or bushel. Surplus vegetables from the plots are given to the school cafeteria and to the USO.

Several years ago an agreement was made with a man whose nearby greenhouse had deteriorated due to the lack of management and help, whereby the students would operate his property on a commercial basis. The students accepted the challenge, and while the boys of the school rebuilt and repaired the sheds, frames, and greenhouse, the girls trimmed the trees and removed the shrubs. Today a thriving business has been re-established with orders coming in faster than they can be handled. Last spring's batch of pansies alone, 40,000 plants in all, were spoken for and sold the fall before.

When the ground is finally frozen and the last layer of straw has been spread over the perennial beds, the class comes indoors for the less popular textbook phase of the class. Microscopic examinations of the various plant structures are made; soil and germination tests are conducted; plant psychology finds particular emphasis being placed on hydrophonic plant culture; various methods of vegetation propagation are carried on in specially heated hotbeds. The history and principles of landscape design are discussed; each student is required to submit plans for vegetable gardens and flower beds. The final project is a large scale presentation of a completely landscaped home.

Within the past year additional land purchased by the Board of Education has developed into an arboretum devoted exclusively to the trees and shrubs of Illinois.

Although Horticulture has had a place in the course of study of comparatively few schools for some time, interest in home and school gardening since December, 1941, has increased by such leaps and bounds that today Horticulture is recognized as a laboratory science course and is included in more and more secondary schools as a regular part of school work. Using the vegetable gardens and flower beds as actual and natural laboratories, major educational objectives have been achieved; among them — work experiences, provision for opportunities in individual expression, character building, and the combining of scientific principles to meaningful life experiences.

### AUTO MECHANICS

Fundamentals of the automobile such as: the ignition system, fuel system, transmission, brakes,

differential, wheel suspension, and steering are studied during the first year of auto mechanics at Evanston Township High School. Along with bookwork, films are shown on the most difficult parts of auto mechanics. Students keep notebooks in which are recorded answers to questions, prices, definitions, how to go about different jobs, the history of the automobile, drawings, and in general, any information in which they are interested.

Shop activities and class are alternated every other day. The equipment in the shop includes a metal lathe, four automobile engines and an airplane engine for overhauling practice, a battery charger, space for five cars to be stored, a spark-plug cleaner, a hydraulic lift, a tool crib, and stockroom and lockers. The overhauling of an engine and two weeks work in the tool crib are the only two jobs required during the year.

Some of the other tasks are grease jobs, change of oil in transmission and differential, bleeding and setting brakes, and simonizing. If the student wishes, he may bring his own car to work on.

In advanced automobile mechanics, students work on the same parts of the car, only in greater detail. In the shop, the advanced students show the beginners how to do the jobs, and act as so-called "bosses."

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## A Panel for the Graduation Program

(*Continued from page* 140)

of reasoning in a circle or beginning with ill-defined premises. Time had a horrible way of flitting on to the end of the hour, leaving students still stranded in the middle of Roman numeral one. But most of these difficulties soon vanished.

Because of his ability and tact with young people, we had asked one of our leading pastors here in Minneapolis to act as moderator graduation night. "Dress rehearsal" night he appeared at seven o'clock. He put students instantly at ease. In half an hour they were having a spirited informal exchange of ideas. At eight he was called to other duties, but he had left something of his humor, his zest for living, and his dignity with them. With renewed confidence, students continued paneling until janitors sent them home.

What results were for the audience on graduation night we cannot tell. We are more interested in knowing what they were for the student. In this connection a recent letter from one of our panel members, a cadet nurse at present, is revealing. She writes:

"We were left with a definite interest in the post-war world and a consciousness of the part we must play in it. In my reading and in listening to the radio, my attention is constantly being drawn to anything concerning the subject. The work of the Foreign Policy Association is of much greater interest to me now than ever before. Imbedded most deeply in my mind are the great moral principles that I know are necessary for a just and lasting peace.

"Besides these factors, I gained much in immediate and practical benefit for my present university course, from the hard study required, first on how to concentrate; then, on how to evaluate ideas and condense reading material. The stress placed on correct speech has made me more conscious of errors. Last of all, the close contact for such a length of time with other young people gave me a better understanding of human nature and tolerance."

A statement of this kind soothes a teacher's troubled conscience. These students did not become acquainted with some of the literature commonly taught in the second semester of 12-A. We shall leave it to our readers to decide whether the development of a social conscience and an honest wrestling with the terrifying problems confronting our world today, can, temporarily, at least, take its place.


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**One Christmas Proram — Three Faiths**

(*Continued from page* 143)

every group and committee, but coordinator only behind the scenes; a student leader was responsible for the full detail of each section, and the student director of the choral readers held the baton.

Was it a successful group activity? The program met high praise, earnest enthusiasm, and assurance that the school will never again celebrate Christmas without uniting the faiths of all the students. Who could forget the thrill of united effort, the swelling emotions of appreciation and understanding that swept the assembly as the strains of "Eli, Eli" joined with "Jesu Bambino"?

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**School Clubs**

(*Continued from page* 144)

suffused with the warmth of friendship and laughter.

During the session, pupils never forget that the primary purpose in coming to school is to study and to learn, but after school hours the building is theirs for play and recreation.

## *Comedy Cues*

Bang on one end, crash on the other,
Must my ears endure such a fate?
Why do those unwise scholars
Think a locker door is a heavy iron gate?
—*High Post, Latrobe, Pa.*

---

BIRTH STONES

Freshies: Emerald
Sophomores: Moonstone
Juniors: Grindstone
Seniors: Tombstone —*Rosalia Extra*

---

NATURE STUDY

City Boy: "What do you call these beautiful leaves I've just picked?"

Country Girl (horrified): "That? Why, it's poison ivy!"

C. B.: "Well, don't get excited, I'm not going to eat them!"—*Wisconsin Journal of Education.*

---

HUSH—HUSH

When asked about his plan of campaign, General "Stonewall" Jackson replied to an inquisitive chaplain, "Can you keep a secret?"

"Yes," the eager cleric answered.

"Well, so can I!" said the general.

—Robert Clark in *Our Navy.*


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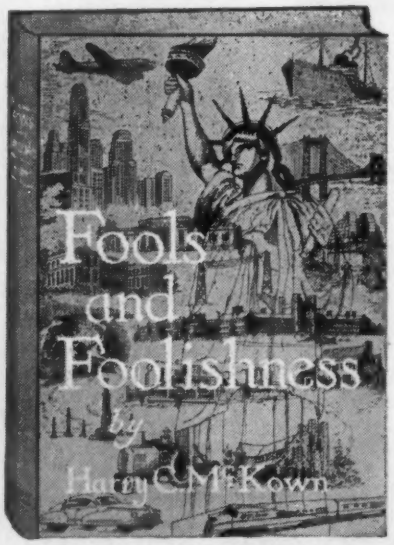


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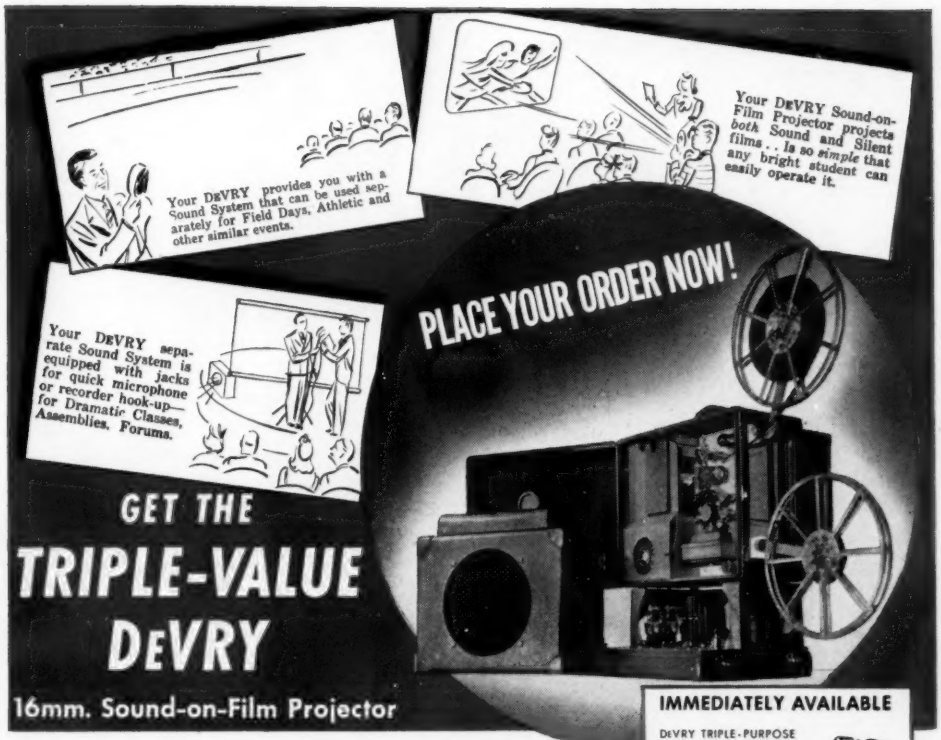


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